

# JUNIOR COLLEGE JOURNAL

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## *Statistics and Scholarship*

### EDITORIAL

THE two editorial pages of our issue for this month are used to comment on the results of the request made last spring to members of the American Association of Junior Colleges by Roy W. Goddard, dean of the Rochester (Minnesota) Junior College, as chairman of our Editorial Board, for suggestions for improving the *Junior College Journal*. Regular readers will recall that Dean Goddard reported these results in an article in the September issue which he called "Appraising the *Junior College Journal*."

At the outset may it be said that both Miss Herrod and I are deeply gratified by the high compliments paid the content and format of the *Journal* by the respondents to Dean Goddard's letter, especially because, as he says in his article, he was not soliciting favorable responses but was instead seeking "suggestions for further improvement." The fact that many more letters carried complimentary

remarks than made suggestions for improvement gives us confidence that what we are trying to do meets with the approval of many members.

However, we are appreciative also of the suggestions. The "news of junior colleges and junior-college personalities," most recurrently requested, is not so much our concern, except when it emerges in the articles, as it is that of the Executive Secretary through his monthly feature, "Junior-College World," but we shall continue to relay to him brief items of news that are sent to our office instead of to him. We shall continue on the lookout for "reports of significant developments in individual junior colleges," "articles that will interest teachers rather than administrators," manuscripts that give "attention to private junior colleges," and "more contributions from junior-college teachers and administrators," and we solicit the co-operation of junior-college workers

in getting publishable materials into our hands or directing our attention to them.

The only point at which we are tempted to enter a mild demur is the request by a small number of respondents for "less research and statistics." Dean Goddard opened the way in his article when he said, "It may be that Dr. Koos will want to comment editorially in some later issue on this problem of balance" of research and other kinds of materials. We are grateful that Dean Goddard called attention to "the plan of organization to foster and carry on research on behalf of the Association":

The plan . . . provides for a central Co-ordinating and Research Committee which has a representative from the five Committees on Research and Service, which are in turn concerned with administrative problems in the junior college, curriculum and adult education, student personnel problems, junior-college teacher preparation, and junior-college legislation. All these committees are active, in the sense that they are carrying on investigations or having investigations carried on for them in the Association's Research Office or elsewhere. It is understood that the Association's *Journal* is the outlet for results of these investigations, and it is inevitable that most of the reports . . . take on a somewhat statistical, or at least tabular, character.

Beyond this justification of carrying matter of a statistical, or

tabular, nature because of the plan of operation of the Association, we could contend at some length, if space permitted, that it is the obligation of a professional educational periodical to stress materials resting on an objective basis. The scientific movement in education that began about a half-century ago has been somewhat slower to penetrate the junior-college level than the lower school levels. Therefore, at the same time that we strive to achieve a reasonable balance of objective and of other kinds of materials, we are disposed not to make apologies for the present emphasis and, instead, to remind readers of the statistical bases of scholarship in matters of teaching and administration. To be sure, the research materials published should be significant and their interpretation as intelligible as possible.

It is worth remembering, in this connection, that civilization and man's ability to count have advanced together, with the former in large degree dependent on the latter. Junior-college teachers and administrators should welcome rather than resent efforts to be objective in matters concerning their work. They should continuously and repeatedly be asking, as did a famous American scientist of European extraction, "Vot iss de effidence?"

LEONARD V. KOOS

## *Placement and Follow-up in Junior Colleges*

CHARLOTTE DRUMMOND MEINECKE

THIS article is the second in a series of three which will present the results of a questionnaire study of student personnel practices used in junior colleges.

As explained in Chairman Humphreys' article,<sup>1</sup> usable returns were received from 320 junior colleges. Approximately 48 per cent of these were local and district colleges; 9 per cent, state junior colleges; and 43 per cent, private institutions.

The questions listed under placement and follow-up were designed to determine (1) the kinds of help in placement systematically provided and the groups of students so served in each institution; (2) the year in which these services were instituted; (3) the official titles of placement functionaries and the amount of time allotted to these functionaries for placement

work; and (4) the kinds of studies that have been systematically made in each institution and the year in which such studies were last made.

### *Kinds of Help Provided*

There were three divisions in the area of the kinds of help provided: help in selection of colleges, professional schools, and universities; help in finding full-time jobs; and help in finding part-time jobs.

Table 1 indicates that, with the exception of state colleges, approximately nine out of every ten colleges, both private and public, help their graduates in the selection of colleges, professional schools, and universities. For state colleges the proportion is somewhat lower, approximately seven out of every ten. Both small and large colleges afford this assistance to their graduates to about the same degree.

In the case of nongraduates, only the large local and district colleges maintain a service of educational guidance comparable to that given

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<sup>1</sup> J. Anthony Humphreys, "Facts concerning Student Personnel Programs," *Junior College Journal*, XIX (September, 1948), 8-13.

to graduates. The other groups tend to pay an unbalanced degree of attention to nongraduates: the percentage of private junior colleges is about 20 lower for nongraduates than for graduates, and the percentage of small local colleges 14 lower.

The remaining divisions in the questionnaire dealing with kinds of

private colleges, the public colleges are considerably in the lead in almost all types of service.

Junior colleges generally, regardless of size or control, give more attention to the finding of full-time positions for the students who graduate than for those who do not graduate. The exception is the group of large local and district

TABLE 1.—NUMBERS AND PERCENTAGES OF INSTITUTIONS HELPING GRADUATES AND NONGRADUATES IN SELECTION OF COLLEGES, PROFESSIONAL SCHOOLS, AND UNIVERSITIES

<i>Group of Institutions</i>	<i>Graduates</i>		<i>Nongraduates</i>	
	<i>Number</i>	<i>Per Cent</i>	<i>Number</i>	<i>Per Cent</i>
Local and district:				
Small (72)* .....	63	87.5	53	73.6
Large (81) .....	75	92.6	72	88.9
All (153) .....	138	90.2	125	81.7
State (30) .....	22	73.3	19	63.3
Private:				
Small (93) .....	88	94.6	70	75.3
Large (44) .....	41	93.2	32	72.7
All (137) .....	129	94.2	102	74.5
Total (320) .....	289	90.3	246	76.9

\* Number of institutions in group are shown by figures in parentheses. Small colleges are those enrolling fewer than 300 students; large, those enrolling 300 and over.

help summarize practices in the institutions maintaining job-placement services for students. As is shown by Table 2, the large private junior colleges excel in finding full-time and part-time positions for graduates and in finding part-time positions for nongraduates after leaving college. The small private colleges lag far behind all other types of institutions in almost every kind of placement service. In a comparison of all public and

colleges, where the percentage is only slightly lower for nongraduates than for graduates. In the finding of part-time positions for students after leaving college, about equal percentages of the private and the public institutions offer service to graduates, while the latter offer more service to nongraduates.

As might be expected, nongraduates (while still in attendance) in local and district colleges have

more facilities provided for finding part-time jobs than have the students who finally graduate. Two reasons may be advanced: (1) an attempt in these institutions to keep in school as long as possible those students who are economically troubled, and (2) an effort

leges, while in the case of nongraduates 71 per cent of the large private junior colleges and 39 per cent of the small private junior colleges offer such services. Of the large private colleges, 77 per cent find part-time positions for graduates and nongraduates, while 50 per cent of

TABLE 2.—PERCENTAGES OF INSTITUTIONS PROVIDING CERTAIN PLACEMENT SERVICES FOR GROUPS OF STUDENTS

Group of Institutions	Finding Full-Time Positions		Finding Part-Time Positions			
	Graduates	Non-graduates	While Attending		After Leaving	
			Graduates	Non-graduates	Graduates	Non-graduates
Local and district:						
Small (72)* .....	72.2	61.1	68.1	76.4	36.1	33.3
Large (81) .....	77.8	76.5	76.5	91.4	49.4	45.7
All (153) .....	75.2	69.3	72.5	84.3	43.1	39.9
State (30) .....	76.7	63.3	56.7	70.0	40.0	36.7
Private:						
Small (93) .....	61.3	38.7	49.5	45.2	37.6	25.8
Large (44) .....	81.8	70.5	77.3	77.3	50.1	47.7
All (137) .....	67.9	48.9	58.4	55.5	44.5	32.8
Total (320) .....	72.2	60.0	65.0	70.6	43.4	36.6

\* Number of institutions in group are shown by figures in parentheses. Small colleges are those enrolling fewer than 300 students; large, those enrolling 300 and over.

to make friendly contacts and to pave the way for full-time jobs later on by continuous association and co-operation with local business houses and factories.

There is a significant difference between the placement services afforded by the large private junior colleges and the small private junior colleges: 82 per cent of the large private junior colleges provide such services for graduates in finding full-time jobs and 61 per cent of the small private junior col-

the small private colleges find such positions for graduates and 45 per cent for nongraduates while attending the institution. Less than one-half of all the colleges aid in finding part-time positions for graduates and nongraduates after leaving the institution.

A comparison of Tables 1 and 2 shows that all groups of colleges are more concerned with placement of students in higher institutions than they are with job placement of students. The latter area is ob-

viously in need of definite research and study.

In every category of size and control, the median number of different kinds of placement services provided by junior colleges is three. This is true for the number of facilities provided for graduates as well as those provided for nongraduates. Apparently there is a relationship between the size of the college and the number of placement facilities provided, for larger proportions of the large junior colleges in both private and public groups offer all eight of the placement services listed.

#### *Year of Instituting Services*

The period in which the largest percentage of placement services (34 per cent of all colleges reporting) was inaugurated is that between 1930 and 1939. It may be assumed that the economic depression was at least partially responsible, for the reasons that the scarcity of jobs caused many young people to stay longer in school than they would otherwise have done; that abnormally keen competition for jobs necessitated an increase in placement services by the colleges; and that many new colleges were being established during this time, partly as a result of the first factor.

Approximately 26 per cent of the colleges had instituted their placement services before the 1930-39

period, and 40 per cent after that time. Of all colleges reporting, 60 per cent had offered placement services before 1940.

#### *Titles of Functionaries and Time Allotted for Work*

In all classifications except those including large institutions, the functionary most frequently in charge of placement services is the head or assistant head of the college. In the case of the large junior colleges, both private and public, the percentages show that this responsibility is most frequently assigned to a director of placement.

In general, the head or assistant, the deans of men and women, and the director of guidance, placement, or personnel are the functionaries most likely to handle the work in placement, while heads of departments are next in importance.

Only ten local colleges, eight private colleges, and one state college, of the 255 answering the question, have services in placement work which are the equivalent of at least one full-time person. The large local colleges employ more full-time placement directors than do institutions of any of the other types. In each of 75 colleges of all categories, the total time allotment for placement services is less than the equivalent of one-half of one full-time person; in 42 colleges the range is from one-half to one; and

in 19 colleges, from one to four. Time allotment was not specified by 119 colleges, and 65 failed to answer the question.

It is interesting to note that in many junior colleges the placement work is not handled entirely by one individual but is divided among several, each of whom devotes part of his time to placement. In a listing of placement functionaries and the time allotted to each for placement work, 263 colleges listed a total of 438 placement functionaries. Only 18 functionaries work full time, 65 work from one-third to full time, 99 work less than one-third of the time, and for the remainder no time allotments are specified. In the state junior colleges, *all* placement functionaries listed work less than two-thirds of full time.

Since over 50 per cent of the placement functionaries listed do not have a definite amount of their time assigned to placement, it is reasonable to suppose that these functionaries carry on their work as a correlative or incidental part of their total schedule. While placement and follow-up cannot, and should not, be separated from the whole guidance program of the college, it would seem advisable that more institutions begin to plan in terms of a clearly defined placement program and of specific scheduled hours for their placement functionaries.

#### *Kinds of Studies and Time When Made*

Exactly two-fifths of the total group of institutions in this investigation reported that they have made systematic studies relating to placement and follow-up. In this area we again find that more study and attention have been directed toward graduates than toward students who did not graduate. The private junior colleges apparently have more interest in following up graduates transferring to higher institutions than in determining positions secured by graduates, since 50 per cent of the private colleges have made studies in the former area and only 31 per cent in the latter. The local and district junior colleges dropped behind the private colleges in both types of study; 35 per cent have made studies concerning transfers, and only 14 per cent have made studies concerning positions secured by graduates. However, 24 per cent of the local and district colleges have made regular studies concerning occupations and positions secured by their students in the community, and only 11 per cent of the private junior colleges have done so. About one out of every six of the total number of institutions report that they have made studies of occupational opportunities in their communities. In this area, the large local and district junior colleges are far in the lead.

The last section of this study endeavors to show the recency of the placement and follow-up studies that have been made by the institutions reporting. Both transfer and vocational studies of graduates and nongraduates were most frequent in 1947. Two-thirds of all the institutions reporting had made their most recent studies within the past two years (1946-47) for graduates and nongraduates. It was also ascertained that, of 40 institutions reporting studies of occupations and positions in specific communities, 24 had made these studies in 1946 and 1947.

#### *Implications for the Junior College*

It is evident from the foregoing data that junior colleges are interested in placement, that the majority have been offering placement services for eight years or more, and that many have made recent follow-up studies of their graduates.

The weaknesses most apparent are (1) a disproportionate emphasis on transfer in contrast to job placement and (2) the lack of carefully organized placement programs, planned within the whole guidance pattern of the college.

It is natural that, at present, junior colleges should be more concerned with transfer than with job placement; for the overcrowded condition of the colleges makes transfer difficult, while jobs are

still plentiful. However, present conditions cannot safely be used as a blueprint for the future. The thousands of veterans still enrolled in colleges, the backlog of high-school graduates waiting to enter, and the increased number of students who will be attending colleges in 1960 as a result of the high birth rate during the war years may hold enrolments high for some years to come. Admission requirements of labor unions and minimum salary rules also tend to keep young people in school for longer periods than would otherwise be true. On the other hand, the passage of a universal military training bill would have an immediate effect on enrolment. If or when an economic depression or recession hits the country, enrolments will inevitably fall off in the private junior colleges, and graduates from all colleges will face keen competition for available positions. Under such conditions—indeed, under any conditions—the college which offers excellent vocational preparation and a thorough and efficient placement and follow-up service will be in a position to serve its students most effectively. Therefore it seems apparent that all junior colleges should immediately take action to improve their procedures and expand their services in placement and follow-up, especially in the area of job placement.

Of far more serious import than overemphasis on transfer is the lack

of organization in placement work. This study has shown clearly that a large number of junior colleges do not know what proportion of time is spent by placement functionaries in placement work; while the variety of college officials listed as placement functionaries, most of whom work less than half-time, also indicates that placement work is often carried on in a haphazard fashion. The failure of many educators to recognize the need for trained placement officers has too often meant that placement services have "just growed," without benefit of skilled planning or trained personnel. There is immediate need in almost every junior college for study, evaluation, and systematic planning in the field of placement, in order that an increasingly effective and up-to-date program may be maintained.

In planning such a program, the administrator should remember that any system of placement can succeed only as it becomes an integral part of a comprehensive pattern of guidance. Placement is a specific service which cannot be isolated; rather, it must be related to every phase of the long-term process of counseling and must be planned and evaluated in light of the aims and educational philosophy of the institution.

Not only careful organization within the institution but an understanding of the whole vocational pattern in education is es-

sential for effective service in placement and follow-up. The general picture of guidance is far from satisfactory at any level of education. For example, there is a decided lack of guidance officers in the secondary schools. Fewer than 4,000 of the 24,300 public high schools in the United States have counselors or guidance officers. In other words, 84 per cent of the public high schools have no counselors.<sup>2</sup> Since many schools have guidance officers but offer no placement service, the percentage of schools with placement officers is undoubtedly even smaller. Thus a majority of high-school students are receiving little or no vocational counseling or placement service, and probably many more are given incomplete or inaccurate information. This situation will almost inevitably become worse before it is better.

Not only the secondary schools, but the colleges and universities as well, could often find room for improvement in their placement programs. Dorothy Reeves, of Fairleigh Dickinson Junior College, recently sent a questionnaire to 150 universities and colleges (including state and private institutions and a few larger junior colleges) to obtain information concerning placement practices. In a summarizing report Miss Reeves states:

<sup>2</sup> Max F. Baer, "Washington Flashes," *Occupations*, XXVI (April, 1948).

The study indicated a lack of planning and co-ordination on the part of the placement bureaus.

On the whole, it would seem that the placement bureaus in our colleges and universities are not functioning in a satisfactory manner and that there is need for much reorganization all along the line.<sup>3</sup>

Incidentally, Miss Reeves's study showed that junior colleges were far behind all others in the area of follow-up.

This, of course, is only the darker aspect of the picture. On the brighter side are the growing interest in all fields of counseling and placement, the increase in accurate occupational information, the growth of better placement services in many institutions, and the work of the American College Personnel Association and other organizations in raising standards and in providing help and encouragement to all institutions.

Nevertheless, there will be increasing need all along the line for expansion and reorganization of existing services. Because junior colleges account for a considerable percentage of all collegiate registration in the country, because of the many vocational curriculums offered, and because of the rapid turnover in students, junior colleges are both fitted and obligated to assume

a major responsibility in the areas of vocational counseling and placement. In addition to counseling and placing their own students, junior colleges should, as far as possible, reach back a helping hand to the high school by disseminating information and providing pre-orientation counseling for high-school students; they should cooperate with the four-year institutions in working out mutual problems; and they should work closely with the American College Personnel Association, the Association of School and College Placement, the National Vocational Guidance Association, and others.

A final major factor must be considered in planning for the future. If the recommendations of the President's Commission on Higher Education are eventually carried out and community junior colleges are established throughout the country, there will be still more thousands of young people for whose future the junior colleges will be largely responsible. Such a nation-wide increase in community junior colleges will immediately bring added problems in vocational counseling and in placement. The interests and abilities of the majority of the students in these colleges will undoubtedly be non-academic. Thus it will become vitally important for counselors and placement functionaries to obtain a comprehensive and up-to-date

<sup>3</sup> Dorothy Reeves, "Placement as a Function of Guidance," *School and College Placement*, VIII (May, 1948), 48.

knowledge of conditions in all occupations. It will not be sufficient merely to help a student discover whether he is fitted by interest, ability, and personality for the occupation which he wishes to enter. It will be necessary to know whether there is room for him or need for him in that occupation. Many professions and occupations are already overcrowded and may well become dangerously so through the lack of intelligent counseling.

There will be need also of a more democratic attitude toward the problem of job placement. Even at the present time there is a distressing tendency toward voca-

tional snobbery among many young people (and some counselors), which results in the overcrowding of white-collar occupations by persons who would do much better in other types of work. Instead of emphasizing the monetary rewards or social prestige attached to certain occupations, counselors should stress the democratic concept of pride in doing well the job for which one is fitted.

The junior college has a serious responsibility in the area of placement and follow-up. In fulfilling this responsibility, interest must be implemented by facts, foresight, organization, and action.

## *An Example in Fund-raising for a Public Junior College*

WILSON H. ELKINS

ON December 31, 1947, we received a check for \$2,500 as a contribution to the Building and Development Fund of San Angelo College. This gift was made nine months after the end of a campaign for additional funds by the college, and it increased the total contributions to a little more than \$300,000. The story of these contributions and their effect on San Angelo College may be of interest to others who operate public junior colleges.

In July, 1945, the voters of Tom Green County authorized the issuance of \$400,000 in long-term bonds for the purpose of building a new San Angelo College. The college had been in existence since 1928, but until 1945 it had been a part of the San Angelo Independent School District. With the organization of the county-wide district, a Board of Trustees was elected, and upon them fell the responsibility of building and maintaining a first-class junior college. Here is what they had to start with: \$400,000 ob-

tained from the sale of bonds and a twenty-cent tax (twenty cents on each \$100 valuation of a total valuation of \$30,000,000). About eight cents of the twenty cents was earmarked to retire the bonds, and the other twelve cents, along with tuition and some state aid, was needed for maintenance.

At the first meeting of the new board, the trustees learned (if they did not already know) of their predicament. They were without a physical plant, except an inadequate building leased from the public schools, and conditions for building were not encouraging. Even in 1945 before costs had gone "sky-high," \$400,000 was not enough to do a first-class job of building a small college. At that time, however, it might have enabled the trustees to provide the bare necessities as there were available from the old college, without additional cost, a library and a considerable amount of equipment. Building materials were not available, however, and the college limped along in its old location while the board waited for more favorable conditions.

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of San Angelo College, Texas.

By the middle of 1946, when materials were slowly becoming available, it was painfully obvious that \$400,000 would not do the job. The problem was easy to state but difficult to resolve: how to build a \$650,000 to \$750,000 plant with \$400,000. More taxes could not be voted because at that time a twenty-cent tax on the \$100 valuation was the maximum allowed by law for public junior college districts in Texas. Without more taxes, more bonds could not be authorized. The board considered increasing the valuation of property, but this means of getting more revenue was dismissed as unwise, owing to previous tacit commitments. For several months each meeting of the board ended with a discussion of how to get more money in order to meet an ever increasing cost of construction.

The possibility of raising additional funds by a campaign for donations was discussed frequently. One of the board members tried to "get the ball rolling" by giving \$5,000 and still later \$15,000. But the public remained adamant, except for a few men who indicated that they were heavy taxpayers and that they should not be asked to make additional contributions. As time went on, the board reluctantly came to the conclusion that a substantial amount of money could be raised only by a well-organized campaign. The trustees did not have time to organize such a

campaign; and, if the president of the college could have taken the time, he did not have the experience required to raise "big money" in a small community where most of the people did not have the habit of giving large sums to anything.

After careful consideration of all the factors involved, the Board of Trustees decided to employ a professional fund-raising organization. With more courage than cash, a contract was signed with a professional firm, Wells Organizations of Texas, Fort Worth, Texas. The contract was on a flat-fee basis, which the board hoped it would be able to pay in some way or other.

On November 1, 1946, a representative of the firm began a survey of the community to determine if our people could and would contribute at least \$200,000 to the college. According to the contract, which officially called for a \$200,000 campaign, the firm could terminate it if conditions did not appear to be favorable, and the college authorities could end the agreement if the leading citizens of the community failed to respond satisfactorily. With this arrangement between the two parties (the college was to pay a minimum of \$2,000 if the contract terminated after the survey and \$10,000 if the campaign was conducted), a survey was made of "potentialities and probabilities."

The details of organization are not a part of this story. Suffice it to say that, after two months of

intensive work, the parties agreed to undertake the campaign. Most of the leading citizens had been enlisted in the "Challenge" to build an outstanding junior college in and for West Texas. Of course, there were a few "die-hards" who refused to take part in "another money-raising scheme," but such an attitude on the part of a minority had been expected.

The minority of very conservative interests was considered a handicap but not a hindrance. From the beginning, the two main obstacles were a feeling that people would not give to a local tax-supported institution and that the people were not accustomed to giving in large amounts. Attempts were made to answer the first objection by pointing out that there was a great deal to be gained, financially and otherwise, by contributing to the development of a local college; that contributors to an institution with a tax base were relatively safe; and that most fine colleges and universities, however supported, had grown somewhat in proportion to individual or corporate help. The second obstacle could not be answered before the campaign. There had to be a beginning, and this was it.

The campaign was preceded by a tremendous job of organization on the part of the professional directors. If you have never been through a well-organized drive for

funds, it is difficult to realize the amount of detailed work that has to be done or the amount of "foot-work" that is necessary to enlist the "right" people as officials and workers. Looking backward, it is easy to appreciate the emphasis placed by the professional workers on proper leadership, properly organized. Anyone who reads this article and considers a campaign should never forget for a moment the extreme importance of leadership. We were told, time after time, that there were ten points to a successful campaign and that the first five points were *leadership*. Somewhat to our surprise, leadership can often be enlisted by an *experienced* outsider more easily than by a local person. We, the local people, were put out in front of our campaign, but the organization and often the persuasion were supplied by the professional directors.

The hardest part of the campaign was before the drive began. Working on the assumption that the "standard of giving" will determine the amount raised, every effort was made to get a large donation to set a high standard. Finally, three large contributions were pledged, and the Big Gifts Committee was on its way to securing pledges amounting to more than \$100,000 before the intensive drive began. This \$100,000 would probably have been doubled except for the opposition of the officials of our banks, who refused to

contribute and thereby afforded an excuse to a lot of people who had the ability but not the desire to contribute. This was a "break of the game" which went against us.

After the preliminary big gifts, the main drive started and continued for two weeks. At the end of this period we were a bit amazed to learn that over 1,000 people and companies had made pledges amounting to slightly more than \$250,000. It was a whirlwind affair in which everybody had a lot of fun and during which a number of people got a lot of pleasure out of making a real contribution to a living institution.

Since the campaign ended last March, over \$50,000 has been contributed to the college. Most of this has come as a direct result of the drive for funds, and we have reason to expect that we have just begun to see the benefits to be derived from the awakening of our people to the real values of a growing college. The officials of the college are highly pleased with the material benefits of the campaign, and they are particularly complimentary of the fine way in which the campaign was conducted. We are convinced that the employment of a professional fund-raising organization was a wise decision, but we realize that there are all kinds of money-raising organizations and that the selection of a reliable, capable company is of paramount importance.

It is superfluous to say how useful the money has been. We are now operating in a new plant which, with buildings and equipment secured through the Federal Works Agency, is valued at approximately \$1,000,000. We are still building. But, however vital the money for building purposes, the greatest benefit we have derived has been the increased interest of the community in the welfare of the college. We are rapidly developing what our public-relations director (who was one of the professional directors of our campaign) calls a "militant pride" in the college. The thrill of giving freely to a local, growing institution is much more wholesome than the attitude which is created by paying taxes to the same institution.

Our campaign for additional funds has been a fine experience for all concerned. We believe that we are on the right road and that many contributions, some in the form of memorials, will be made to San Angelo College in order that thousands of boys and girls may experience a richer life. Citizens who have invested and will invest in these human lives will want to see their investments pay the highest dividends. San Angelo College has placed itself in the hands of men and women who have a vision of a better world, and these men and women will perpetuate their kind through wise generosity.

## *Relationships between High Schools and Junior Colleges*

J O S E P H G . B R Y A N

THE essential theme of a recent article by Dr. Basil H. Peterson,<sup>1</sup> as it relates to relationships between California high schools and junior colleges, is the theme which I choose to present in my interpretation of desirable relationships between high schools and junior colleges anywhere. Development of relationships conducive to unity through all levels of secondary education, secured by closer co-ordination and articulation in all phases of the secondary program, is the substance of this theme.

Because the laws of nature will not permit it to be otherwise, educational growth is a smooth, gradual, and continuous process. When,

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soberly, we pause to reflect that parents are providing the schools—junior and senior high schools and junior college—that their children may have the opportunity for normal educational growth, it is difficult to understand how they can forgive us for having developed the disjointed, poorly articulated program which we are now offering their youth. The time for doing something about corrections is near at hand.

### *Reasons for Lack of Unity*

Perhaps the disunity which now plagues us is one of the logical consequences of the fact that our programs have evolved in a democratic society. Ours has been the freedom to build programs in our several communities according to the patterns and by the stages that local enterprise saw fit. Federal and even state direction has been at a minimum. This freedom is part

<sup>1</sup> B. H. Peterson, "High School and Junior College Relationships," *California Journal of Secondary Education*, XXII (March, 1947), 150-52.

of the American way, and none of us would wish it to be much different. However, in such a situation we are able to see a reason why our program may have grown like Topsy. Democracy implies obligations, including that of co-operation, as clearly as it implies freedom of action. It is easy to claim rights without assuming obligations. In building our program of secondary education, we may have been guilty of claiming freedom of action without assuming equally the obligation of co-operation.

A possible second explanation for lack of unity may be found in the fact that following the trend in other lines of human endeavor in America, we educators have gone in for specialization. Specialists we have all along the line—at this level, that level, and within levels. Not that specialists are not needed! Most certainly they are, and American education would not now be on the high plane that it is had we not had incomparable contributions from these professionals. However, specialization implies a narrowing of interest and concentration upon segments, and it is in this concentration upon, and promotion of, segments that we find partial explanation of our disunity. Perhaps some of our difficulties might be reduced if we could develop a corps of specialists with Ph. G.Ed. degrees—Doctors of Philosophy in General Education.

Still another broad explanation for existing disunity in the program of secondary education is that those of us who work at this level have not agreed upon nor accepted a common philosophy of education. Neither have we come to full agreement concerning our objectives. Indeed, there is no common acceptance of a philosophy or of objectives even among those who work only at the junior high school level, or at the senior high school or the junior-college level. Lacking reasonable agreement upon such cohesive forces, the wonder is that any unity, co-ordination, or articulation exists between the so-called "levels" of secondary education.

I have advanced three suggestions as partially accounting for the lack of unity which should characterize relationships between high schools and junior colleges. There are others, of course, and among them may be some more important than those cited. Certainly there are many specific obstacles, significant and trifling, with which educators must wrestle as they go earnestly into the task of improving concrete working relationships.

#### *Co-ordination Part of Larger Problem*

Recognizing that many of the problems of co-ordination and integration might be solved by reorganization of the schools along

lines of the 6-4-4 plan, I proceed on the assumption that our greater interest is in relationships between schools organized on the 8-4-2 or 6-3-3-2 plan. It is further assumed that, although reference has been made to the junior high school, our chief concern is with relationships between three-year or four-year high schools and two-year junior colleges. Reference has been made to the junior high school only because of interest in proper relationships, on behalf of youth, in secondary education all along the line, beginning with Grade VII and extending through Grade XIV. After all, if our primary concern is for the welfare of human beings rather than for grade-level institutions, each of us is interested in an educational program that is smooth, unbroken, unified, co-ordinated, integrated, from prekindergarten through the most universal of the universities. If I seem to labor this point, it is because I feel that our particular problem is only one phase of a larger one and that help in our solutions will come, in part, from seeing the problem as one segment of a total situation. As professionals in education who are assigned to specific jobs, our spots on the stage are somewhat fixed, but youth, with whom we work, are on the move. They are coming from grades below and moving on to levels above. Ours is the task of facilitating an uninterrupted march.

A crucial point en route for many youth is that at which the high-school diploma comes into their possession. This is the focal point for further consideration as we think of relationships between high schools and junior colleges.

### *The Scene Ahead*

What appears to be in the make-up of the educational scene immediately ahead? With what kind of high schools in the future will junior colleges have relations? What will be their underlying philosophy? Their objectives? Whom will they serve? With what kind of junior colleges will high schools have relations? What will be their underlying philosophy? Their objectives? Whom will they serve?

In proposing speculative answers to those questions, I will attempt to offer, by implication at least, suggestions for the dissolution of obstacles to a more nearly unified program through the high-school and junior-college levels. These suggestions will relate primarily to administration, curriculum, and counseling, particularly as these are influenced by the acceptance of a common philosophy and a clarification of objectives.

At the beginning of the first world war, completion of the eight elementary grades was a rather respectable achievement for large numbers of youth. Attendance at high school was the prerogative of

the relatively few. Before the beginning of the second world conflict, graduation from high school had become almost as commonplace as completion of Grade VIII had been a generation earlier. Today, in numbers greater than ever before, youth are haunting college halls. It may well be that we shall witness as phenomenal a parade to college in the days ahead as we witnessed to high school following World War I. Education beyond high school is definitely in demand. By radio, in the press, in our professional literature, and from the public platform, this fact is being stressed, and future economic conditions may cause the demand to be even greater than it is at present. The establishment of local junior colleges or community institutes is being suggested repeatedly as a desirable means of meeting the demand for work at the post-high-school level.

Enrolment of larger numbers of students normally implies lesser selectivity among them or a greater divergence of interests, aptitudes, and abilities. Consequently there is a need for educational institutions to make adjustments if they are to meet the wider range of demands. The Educational Policies Commission, in its publication *Education for All American Youth*,<sup>2</sup> and Presi-

dent Truman's Commission on Higher Education<sup>3</sup> both place emphasis on the obligation of educational institutions to provide for *all* youth, that each may be permitted to attain self-realization to the maximum of his capacity. Such a position is certainly consistent with that noble American conception that the individual human being is sacred and possesses worth. This concept is one of the absolute "musts" for inclusion in the educational philosophy of anyone who would work in American education. When we incorporate this single idea into our beliefs, to the extent that we accept it as a basis for action in our school relationships, we shall have moved noticeably forward in improving those relationships.

In the scene immediately ahead, general education is obviously destined to be a dominant characteristic. From the President's Commission on Higher Education comes the following:

Some community of values, ideas, and attitudes is essential as a cohesive force in this age of minute division of labor and intense conflict of special interests.

The crucial task of higher education today, therefore, is to provide a unified general education for American youth.<sup>4</sup>

<sup>2</sup> *Education for All American Youth*. Washington: Educational Policies Commission of the National Education Association and the American Association of School Administrators, 1944.

<sup>3</sup> *Higher Education for American Democracy: Vol. I, Establishing the Goals*. A Report of the President's Commission on Higher Education. Washington: Government Printing Office, 1947.

<sup>4</sup> *Ibid.*, p. 49.

The Educational Policies Commission also strongly advocates the development of a program of general education to provide for cohesion in our citizenship and assigns the task to both high school and junior college. This is another "must" for inclusion in our educational philosophy. As we accept it jointly, we are more likely to find ways of co-ordinating and integrating our programs into unified wholes. Unity of purpose and of objectives should breed unity of action.

Certainly there are in the educational scene ahead other goals and essential elements of educational philosophy common to high schools and junior colleges, acceptance of which should serve to unite us in our relationships. To mention only one more, there is the objective of building within our youth a sense of their responsibilities in a developing world citizenship. The need is so urgent and the task so great that we should be able to remove trivialities which block unification of efforts to the attainment of this goal.

In the high school of the future, I believe, many of our traditional subjects will be vastly modified or entirely eliminated, in favor of subjects or activities which much more completely meet actual present and probable future needs of the students. A program of general education will be a prominent part of the

curriculum and will provide the learnings which should be the common possession of all youth. Provision will be made, of course, for special interests. The line of demarcation between vocational and other phases of the educational program will be considerably reduced, and much of the general and the special education programs will make basically significant contributions to the preparation of students for specific vocational training which will follow at the post-high-school level. The high school will continue to concern itself with the problem of disseminating reliable and current vocational information to older students but will cease to provide occupational specialization. Counseling and guidance services will be greatly expanded. More data of significant character will be accumulated for each student and will be transmitted to the junior college for utilization there in the student's behalf. The high school will assume, as a prime responsibility, development of the basic skills and tools of learning essential to further study and training. All youth who are physically and mentally capable of receiving training will get it, each in terms of his own ability. Lock-step tactics will be no more.

In the junior college of the future, I believe, we shall have an institution operating under a philosophy which has much in common with

that underlying the new high school. Present and probable future needs of students will exert an influence on the subjects offered to a greater extent than they now do. Tradition will give way to consideration for human welfare. Regardless of any pattern of subjects followed, when a student has been graduated from high school the junior college will receive him and will be ready to provide opportunities for continued growth in accordance with the interests, aptitudes, and abilities possessed by the student at the time. Also, the junior college will be prepared to offer opportunities for training to any student who is physically and mentally capable of receiving it. A program of general education, built upon that offered in high school, will be continued. Counseling and guidance services will be extended and closely co-ordinated with similar high-school services.

Up to this point, in visioning the future junior college, I have stressed similarities between it and the future high school. Now I stress a unique and tremendously important function of the new junior college, community college, or community institute, as it may come to be called, namely, the offering of terminal courses for the benefit of the considerable number of youth who will profit little from pursuit of regular college courses or who cannot, or do not want to, continue

their education through the third and fourth years of college. Provision for the fulfilment of this function is strongly urged by the President's Commission on Higher Education and by the Educational Policies Commission. Junior colleges of the future, operating on the philosophy of service to *all* youth, will certainly be offering, in addition to regular college courses, a variety of terminal and semiprofessional courses planned to meet the needs of the community being served. Inclusion of this vital service will greatly enhance the value of the junior college to high-school graduates and should serve to stimulate development of more desirable relationships between the two school levels.

#### *A Concluding Word*

If this picture of things to come approximates reality, inherent in the situation will be forces of sufficient strength to impel responsible educators to resolve some of the difficulties which now impede articulation of programs, and therefore unity. Agreement upon a philosophy of education which is "earthy" enough to get off paper and into administrative practices will be forthcoming. Many elements in this philosophy will be common to both high school and junior college, and, when these are put into practice, the two institutions are going to be more nearly one, in so far as educat-

ing youth is concerned. Objectives are going to be clarified and appropriately divided or shared in order to make the pathway through secondary education smooth and continuous for all youth. Obstacles to unity, which are peculiar to present devices for administrative control, will be dissipated by the impact of urgency. The curriculum will be one, worked on by both high school and junior college and properly apportioned between them. The coun-

seling and guidance program will be continuous. The staff of each institution will be familiar with the full program of the other and will understand and appreciate the purpose of each and the unity between the two. When this great day comes, we shall witness a scene in which high schools and junior colleges will operate under a standard of relationships worthy of the youth in whose behalf they have been established.

## *Functional Family-Life Education in Junior Colleges*

S. V. MARTORANA

RECENTLY the United States Commissioner of Education appointed a Commission on Life Adjustment Education, to which was assigned responsibility for determining means of implementing the demand for adequate functional education for all youth in secondary school. What, one may ask, are junior colleges doing to provide functional, useful education to all young people attending? As an approach to the answer to such a question, this article reports the results of a preliminary analysis of junior-college offerings in home and family life, one of several areas in which, in the opinion of members of the Commission on Life Adjustment Education, there is need for more functional preparation of all youth.<sup>1</sup>

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*At the time of making the study reported in this article, S. V. MARTORANA was research assistant for junior colleges in the Division of Higher Education of the United States Office of Education.*

By using junior-college offerings in family life as an illustration, it was intended that this report would stimulate persons active in junior-college curriculum construction to examine critically the entire program of functional offerings, particularly the terminal-general curriculums, in their individual situations. Consumer education, health education, and citizenship training are examples of other areas in which development of functional programs of general education is feasible.

To this end, the catalogues of 410 junior colleges were examined. These included 403 of the 429 institutions listed in the Office of Education publication, *Educational Directory, 1947-48*, Part III, *Higher Education*; catalogues of the remaining 26 colleges were not available in the Division of Higher Education of the Office of Edu-

<sup>1</sup> Galen Jones and Raymond W. Gregory, *Life Adjustment Education for Every Youth*, p. 68. Washington: Division of Secondary Education and Division of Vocational Education, United States Office of Education, 1948.

tion. Catalogues of another seven institutions, not listed in the Office of Education *Directory* but included in the "Junior College Directory, 1948," printed in the January, 1948, issue of the *Junior College Journal*, were accessible and were used in the analysis.

Specific points describing the institutions and the nature of the offerings in family-life education were recorded according to a definite objective scheme worked out for the project. Among the items looked for were objectives of the courses, groups of students served, curriculum placement, content, and methods used to teach the courses. Data were recorded only for those courses which were indicated to be functional courses, that is, those which were not obviously concerned with an academic, sociological study of the family as an institution. Among those for which data were tabulated, there may, however, be some which, though giving some attention to functional aspects of the course materials, are still largely academic courses.

#### *Types of Institutions Offering Courses*

Of the 410 junior colleges for which catalogues were available, 99, or 24.1 per cent, were found to offer courses in marriage and family life. These 99 colleges were located in 31 states and in the District of Columbia. Fourteen of the

junior colleges offered two courses in the area under consideration, and one college presented a sequence of three courses in the field. Altogether, the 99 colleges offered a total of 115 courses.

To identify the types of junior colleges carrying on unusual activity in family-life education, they were categorized according to type of control and size of enrolment as determined from the "Junior College Directory." The division point used to separate small and large junior colleges was 300 students—a figure which has been determined by the Research Office of the American Association of Junior Colleges at the University of Chicago and used for size classification of junior colleges in several recent studies reported by that office.

A concise picture of the types and sizes of junior colleges which offer courses in marriage and family life is shown in Table 1. Data summarized in this table indicate that almost one-fourth of the 99 institutions identified were privately controlled junior colleges for women. Approximately two-thirds of all were small colleges. Seventy-five of the 99 junior colleges were coeducational schools, of which approximately one-fourth were private and three-fourths were public institutions. On the basis of control alone, almost half of the 99 junior colleges were privately controlled, and slightly more

than half were public colleges. The group of large public junior colleges makes up the largest single component of the total number of colleges offering functional courses training toward family responsibilities. Five private and nine public colleges were four-year institutions covering Grades XI through XIV.

found. No attempt was made to analyze these statements. All of them pointed up the fact that the offering was intended to be of some practical value to the maturing junior-college student. For example, one of the course descriptions began with the statement: "It is the purpose of this course to

TABLE 1.—TYPES AND SIZES OF JUNIOR COLLEGES OFFERING COURSES IN MARRIAGE AND FAMILY-LIFE EDUCATION

Type of Control and Size	Women Only		Coeducational		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Private colleges:						
Small .....	15	62.5	14	18.7	29	29.3
Large .....	9	37.5	6	8.0	15	15.2
All .....	24	100.0	20	26.7	44	44.4
Public colleges:						
Small .....	.....	.....	11	14.7	11	11.1
Large .....	.....	.....	44	58.7	44	44.4
All .....	.....	.....	55	73.3	55	55.6
Total:						
Small .....	15	62.5	25	33.3	40	40.4
Large .....	9	37.5	50	66.7	59	59.6
All .....	24	100.0	75	100.0	99	100.0

### *Objectives of the Courses*

Persons familiar with the course descriptions presented in college catalogues know that they are often sketchy and nebulous. A catalogue analysis, therefore, has the weakness that the documents used as sources of data leave gaps in some of the desired areas of information.

In this particular instance, the purpose for offering the course was indicated for 36 of the 115 courses

provide a source of information on the general subject of marriage and family relations."<sup>2</sup> Another stated the goal to be "to help the student understand the problems and adjustments necessary to a happy married life."<sup>3</sup> A third described the course as one "designed to an-

<sup>2</sup> *The College Plan*, p. 199. Compton, California: Compton Junior College District, 1947-48.

<sup>3</sup> *St. Petersburg Junior College, Annual Catalogue, 1947-1948*, p. 45. St. Petersburg, Florida: St. Petersburg Junior College.

ticipate with students some of the problems they will meet when they marry."<sup>4</sup>

These are certainly worthy goals. In light of the modern-day situation, it appears essential that, in some manner, these goals be achieved during the period of training and education received by young men and women before their acceptance of adult responsibilities. Whether or not the courses as found in this investigation do, in fact, reach such objectives is another matter—and a question which should be kept in mind as the content and curriculum placement of these courses are portrayed.

#### *Groups of Students Served*

With respect to the types of students reached by the family-life courses, it was found that the common practice in coeducational schools was to offer the courses to both men and women students. This statement is drawn from the data summarized in Table 2. In order to record whether or not a certain course was open to both men and women, some judgment had to be exercised. It was assumed that courses given as part of the offerings in such departments as sociology, psychology, and human relations, and not specifically stated to be restricted to only men or women,

<sup>4</sup> Amarillo College, *Nineteenth Annual Catalogue, 1947-1948*, p. 64. Amarillo, Texas: Amarillo College.

were open to both men and women students. This assumption was not made in the case of courses assigned to departments of home economics or departments of home arts. In the latter case, if no specific mention was made to the effect that a course was open to students of either sex, it was tabulated as one for which insufficient data were provided for accurate categorization. This procedure resulted in a total of nineteen courses which were not categorized.

TABLE 2.—STUDENT GROUPS SERVED BY FAMILY-LIFE COURSES IN COEDUCATIONAL JUNIOR COLLEGES

<i>Student Group Served</i>	<i>Number of Courses</i>	<i>Per Cent</i>
Men only .....	1	1.5
Women only .....	11	16.2
Both men and women	54	79.4
Adults .....	2	2.9
Total number of courses categorized	68	100.0

Among the coeducational junior colleges, as seen in Table 2, nearly four-fifths of the courses categorized were open to both men and women students. Only one institution listed a course designed for men only. According to the description given in the catalogue, this course was intended to give men an understanding of the economic and sociological problems of establishing and maintaining a home as well as the personal-psychological factors involved in heading a family. Courses were restricted to

women students in about one out of every six of the junior colleges giving courses in the area of family living.

Though exact information that the course was offered to adult and extension students was advanced in only two cases, this is not an accurate measure of the situation. The common practice in publishing lists of courses given in the extended day or evening program is to release these lists in pamphlet or mimeographed form separate from the announcement of the program of the regular session. Among the ninety-nine junior colleges presenting some program in family-life education, twenty-seven were found to operate adult-education programs. The catalogues of most of these colleges stated that any course given during the day session would also be offered in the adult program if the enrolment warranted it.

#### *Placement, Departmental Allocation, and Level*

Most common practice relative to the curriculum placement of courses in family life appears to be to offer the courses as general electives, open to all students. In about nine out of every ten of the ninety-nine institutions offering family-life courses, the offerings were not designated as restricted to a particular curriculum. The remaining tenth of the colleges indicated that these

courses were for terminal students and that no transfer credit would be granted.

The next most common practice was that of including family-life courses in the recommended or suggested curriculums outlined for terminal students in homemaking or transfer students in home economics. Because of the ambiguity with which these curriculums were designated, sharp differentiation could not be achieved in determining whether the curriculum was planned for transfer or terminal students. Considering this area as a whole, however, it was found that twenty-five colleges recommended that courses in family life be taken by students enrolled. Another twelve institutions required homemaking or home-economics students to take such courses.

Beyond the two foregoing practices, little concurrence of procedure was found. Some indication that the general study of modern family life is tending to become part of a core of general education may be read into the fact that four colleges listed courses in marriage and family life as recommended courses in the general education or general liberal arts curriculums outlined in the catalogues. The same tendency toward considering family-life education as an area of common learning is reflected in the diversity of curriculums in which one or two junior colleges listed such

courses in the program proposed to the student. Examples of such curriculums are those of commerce and business, nursing, education, social work, and recreation and playground. One institution, a junior college for women, required all students to take the course "Philosophy of Living," one of the purposes of which was to "orient Seniors in the fields of marital relationships."<sup>5</sup>

With regard to the departmental allocation of the courses in family-life education, this investigation discovered an interesting divergence of practice. As seen in Table 3, these courses were assigned to the home-economics or homemaking departments in two-fifths of the cases. A fourth of the courses were delegated to the department of sociology, and over a sixth to the department of social science. If the latter two groups are considered as one, the number of courses assigned to the social-science department is three more than the number given in home-economics or homemaking departments.

Questions which are stimulated by this situation are: Can courses in family living or similar areas actually be functional in their social effect when the courses are offered as free electives or merely as suggested courses in a few curriculums?

<sup>5</sup> Annual Bulletin of Colorado Woman's College, 1948-1949, p. 47. Bulletin of the Colorado Woman's College, Vol. XL, No. 3. Denver, Colorado: Colorado Woman's College.

Does the study of marriage and family living fall within the area of either the department of social science or the department of home economics? Should it not cut across departmental lines and be considered a body of general education with which all students should be familiarized during their junior-college education?

Queries of this sort are given further emphasis by continued study of Table 3. Almost a tenth of the courses were delegated to the psychology department. In four cases the same course was offered in both the department of social science and the department of home economics. Two institutions maintained a special department for the area of home and family education. These facts should furnish food for serious thought by persons responsible for curriculum construction in junior colleges.

Classification of courses according to the year-level at which they were offered involved use of the course descriptions in the catalogues, the numbering system by which the subjects were identified, and reference to the suggested curriculums presented in some of the catalogues. It should be mentioned here that many colleges in which the courses were assigned to a particular grade level indicated that this was not an inflexible arrangement but could be changed to meet individual circumstances. In such

cases consultation with the instructor of the subject or permission from the student's adviser was generally required to enrol in the course.

Prevalent practice in junior colleges listing courses in marriage and family living is to offer the subjects at the fourteenth-grade level. Practically half of the courses which

the four-year junior colleges, the twelfth-grade students were required to have the approval of a counselor before being allowed to enter the course dealing with marriage and family-life problems.

With few exceptions, each of the courses was found to be one semester or one quarter in duration. Specifically, 96 of the 115 courses were so offered. This again raises some question about the efficacy of the courses. Can a student obtain an accurate and adequate understanding of the problems of the modern family, or any other similar area, in one quarter or one semester of work? In sixteen institutions the course in family living covered two semesters, in which the subject matter was organized sequentially. One junior college presented a sequence of three courses, each covering a quarter of work. Most commonly, the subjects carried three semester hours of credit or the equivalent in quarter hours.

TABLE 3.—DEPARTMENTAL ALLOCATION OF COURSES IN MARRIAGE AND FAMILY LIFE

Department	Number of Courses	Per Cent
Home economics, homemaking, or home arts .....	46	40.0
Sociology .....	29	25.2
Social science .....	20	17.4
Psychology* .....	10	8.7
Home economics and social science .....	4	3.5
Home and family .....	2	1.7
Human relations .....	2	1.7
Others† .....	2	1.7
Total .....	115	99.9

\* Includes psychology and philosophy.

† Includes natural science and science.

could be categorized were placed at the fourteenth-grade level; a third were open to both thirteenth- and fourteenth-year students; and approximately one-sixth were assigned to the thirteenth year. Included among the thirty-two courses open to both junior-college years were seven courses offered in four-year junior colleges, in which the courses were open to twelfth-grade students as well as those in the following two years. In one of

#### *Content and Methods of Instruction*

In terms of the effectiveness of an area of study in attaining the objectives for which it is organized, subject-matter content and methods of instruction are of paramount importance. In the light of present-day conditions, the objectives of family-life education are basic and in urgent need of accomplishment. An evaluation of the content and

the instructional techniques used in terms of the objectives for which they were established would be much desired. Such an evaluation was not attempted in this canvass of courses offered in junior colleges. This study merely presents a picture of the types of content and teaching methods described in catalogue portrayals of the courses identified.

In the interest of forestalling arbitrary classification of the units of study found in the courses, the various items suggested in the catalogues were first listed. After listing the topics covered in each of the 115 courses, it was found that all could be telescoped into eleven broad categories. These eleven groupings are the basis of the tabulation summarized in Table 4.

From the summary given in Table 4 it is apparent that only slight agreement has been reached concerning the materials that should be studied in functional marriage and family-life courses. Highest consensus was on the inclusion of some study of the psychological factors affecting family life. Four-fifths of the 115 courses covered this area of subject matter. The percentage of courses in which the next most common unit of study was found, however, drops to less than three-fifths of the total number of courses. This area, "Modern family problems," covers

divorce, broken homes, child delinquency, and the effect of the war on the modern family. These were the only two classifications of content included in more than half of the courses examined. The areas taken up in the three next largest proportions of family-life courses

TABLE 4.—SUBJECT-MATTER CONTENT IN 115 COURSES IN MARRIAGE AND FAMILY LIFE

<i>Content</i>	<i>Number of Courses</i>	<i>Per Cent*</i>
Psychological factors in family life .....	92	80.0
Modern family problems .....	67	58.3
Sociological factors in family life .....	51	44.3
History and evolution of the family .....	46	40.0
Home development and management .....	42	36.5
Preparation for marriage .....	34	29.6
Premarital relationships .....	31	27.0
Biological basis of the family .....	24	20.9
Parenthood .....	19	16.5
Child care and training .....	18	15.7
Conserving family values .....	15	13.0
No content specified ...	5	4.3

\* All per cents are computed on the basis of the total number of 115 courses. The sum of the column of per cents exceeds 100 because most of the courses included content falling in two or more of the categories.

were those designated in Table 4 as "Sociological factors in family life," "History and evolution of the family," and "Home development and management." In the order named, these topics were found to be a part of approximately 44, 40, and 37 per cent of the courses.

Surprisingly, several content areas which would appear to be unquestionably within the realm of a

course dealing with marriage and family life were found in relatively small proportions of the courses reviewed in this study. Only about three-tenths of the offerings were reported to include materials relating to preparation for marriage, for example, physical, mental, and emotional qualifications for marriage; purpose or function of the family; or legal requirements for marriage. Approximately one out of every four courses discussed pre-marital relationships, such as dating, courtship, selecting a mate, and the engagement. Study of biological foundations of the family—sex, reproduction, and heredity—was a unit listed in only one out of five courses encountered. Preparation for parenthood and its responsibilities was an area of study in but one-sixth of the courses, and the related problems of child care and training were found in about the same proportion. The smallest fraction of the courses shown in Table 4, 13 per cent, is that representing courses which were said to include philosophical discussion of the ideals of marriage and family life, standards in family living, and the ethical values involved.

Points of study reported in the 115 course descriptions represented in Table 4 covered a median of 3.5 categories per course analyzed. A range of from one to nine of the classifications shown in Table 4

was found in the information about the courses published in the catalogues. It is possible that the brevity required in catalogue descriptions forced the omission of some of the topics covered in the courses under consideration. Accurate determination of the existence of such gaps, however, was beyond the scope of this investigation.

The junior-college catalogues perused advanced little information concerning the instructional methods employed in marriage and family-life courses. From the few descriptions that presented such detail, it seemed that lectures, extensive reading, and laboratory projects were the techniques most often used. Fifteen courses were reported to make use of lectures; six required widespread reading; and five included laboratory study. In addition, discussion groups or panel discussions were shown to be carried on in five courses; student question periods, in two. Single courses were described as using class conferences with outside experts, lectures by visiting authorities, and individual conferences between student and teacher. One description stated that a staff of six teachers worked co-operatively in planning and directing the program. None of the other catalogues suggested administrative arrangements followed in the courses described.

*Concluding Comment*

Presented as an example of junior-college effort in one area where functional general education of youth appears to be needed, this study has shown that, though not universal, considerable interest in providing some training in family living is found in American junior colleges. Practically one out of every four of these colleges offers one or more courses in family-life education. Other than advancing some objective picture of what is being done, the most significant finding of this analysis is that there is a tendency toward recognizing family living as an area of common learning or general education. This tendency should be further an-

alyzed and evaluated by persons concerned with developing and improving junior-college programs.

Throughout this report has run a questioning attitude toward the success that offerings in family living attain in arriving at the objectives for which they are established. The offerings, as pictured by the data herein reported, are of brief duration, are generally taken at the discretion of the student, and vary considerably with respect to the subject matter covered. More attention to the organization and administration, as well as to the content, of these courses is necessary if they are to be part of a really functional program of general education.

## *Teaching Is Salesmanship*

WALTER J. BROOKING

THAT teaching is an active, not a passive, process is axiomatic to the educational world. Is it not curious, then, that so little emphasis is placed on the elements of dynamic, enthusiastic, and vividly active teaching techniques which are characteristic of great and masterful teachers?

These attributes are not generally associated with the teaching profession. Consider the traditional remark about the "absent-minded professor" and the too often expressed sentiment that teachers, as a group, are impractical and rather credulous and that they tend to be cloistered away in the sheltered existence of classroom routine, rather than active participants in the dynamic and colorful areas of our social living.

The attributes necessary to good teaching are universally associated with master-salesmen. They are equally applicable to the teacher at all levels of our educational structure.

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### *Teaching and Selling Are Much Alike*

Why shouldn't the techniques of teaching be approached with the recognition that teaching techniques are essentially the same for the professional teacher and the master-salesman?

Each has a service to perform. Performance of the service depends, first, on obtaining the interest and attention of the person with whom he is dealing, and then presenting a proposition or a body of information in such a way as to be attractive to the other person. It must be made sufficiently attractive that the other person will comprehend its usefulness or aesthetic value to him and want to make it his own. The teacher or the salesman depends on a presentation which contacts the *mind* of the other person in an active, not a passive, way.

Both the resourceful salesman and the resourceful teacher must know their subject. They must believe in their subject, in order successfully to present it to their constituents. They must be active

students of human nature and of other persons.

They must be able to present their subject matter or proposition in such a way as to appeal to different personalities, to capture their interest, to motivate them to participation in the activity which the teacher or the salesman performs. Both do this by resourceful use of informative processes, verbal or written; use of oral descriptions, aided by charts, posters, models, or other visual aids; and by psychological suggestion. The most important common element is to accomplish an interchange of activity which calls for effort, thought, and activity on the part of both teacher and pupil, both salesman and prospect.

Pupils, students, teachers, professors, and educational administrators can, from their own experience, recall examples of dynamic and enthusiastic teachers whose classes held an appeal which not only made the subject agreeable and popular but caused the students to study and work harder because of the vital nature of the class.

Contrasted to this recollection of a master-teacher in the minds of almost everyone is the memory of the far too numerous colorless (though usually conscientious) teachers whose classes became a daily humdrum of monotonous and routine presentation of subject

matter which "you must have to be properly educated." Such a presentation offers the student only the passing interest in a body of knowledge commonly shared by the rest of the social order, without the vital appeal which makes it meaningful or which creates enthusiasm for the teacher's product.

The concept of the need for dynamic, enthusiastic, and salesman-like teachers is not new. Brubacher<sup>1</sup> develops the thesis that all truly educative experiences include aesthetic values. When teaching is *confused* or *dull*, these values are lost. When the teacher is enthusiastic (filled with the spirit) about the activities that he is sharing with the student, the learning experiences are given unity, clarity, and intensity. When the teacher does this, the act of learning shares the same inspiration, and the student's experiences take on an aesthetic quality.

#### *Some Elements of Salesmanship*

Let us examine the proposition that teacher trainers and educational supervisors should emphasize the dynamic, salesman-like approach to the teaching process. Most important is the fact that the common concept which characterizes the salesman is thoroughly implanted in the minds of almost

<sup>1</sup> John S. Brubacher, *The Public Schools and Spiritual Values*, pp. 204-5. New York: Harper & Bros., 1944.

every normal adolescent and adult in our society. This concept alone can be a powerful influence, from the standpoint both of interpretation and of emulation in allying the selling approach with teaching.

When teaching is considered in the light of emulating salesman-like activities, the problems, techniques, and procedures of teaching take on a different light in the mind's eye of the prospective or active teacher. At this stage of this discussion the question may be posed: How are teachers, education professors, and educational administrators supposed to know anything about salesmanship when their business is education? There are two parts to the answer to this question.

First, all people, consciously or otherwise, are salesmen. The master-salesman of the Ford Motor Company's sales organization, Norval A. Hawkins, states in the Preface of the seventh edition of his widely used book:

Whether or not he is a salesman by profession, he needs to use good salesmanship continually in order to make a success in life. From the common laborer to the executive, all of us have to sell our services and capabilities.<sup>2</sup>

The second part to the answer is that persons having sufficient visual imagery to be successful

<sup>2</sup> Norval A. Hawkins, *The Selling Process*, pp. 15-16. Detroit: Norval A. Hawkins (Insurance Exchange Building), 1920.

educators or teachers already have a preconceived vision of the successful salesman. Whether their concept is technically correct or not, it has in it the elements of activity, of showmanship, of aggressiveness, and of resourceful use of psychological suggestion in ministering to the interest of his customer. These elements are also the fundamental tools of the successful teacher, and to the extent that the teacher keeps that vision before him and emulates it in the interpretation of teaching problems, he will tend to develop in that direction within the limits of his own capacity.

With this approach in mind, let us consider certain teaching problems and important factors in successful teaching.

#### *Preparation for Teaching or for Selling*

It is axiomatic that a teacher must have prepared himself by mastering the subject which he is to teach.

The present tendency toward democratic classroom procedure which gets away from lock-step lesson plans requires that the teacher understand his subject matter so well that he will be master of the situation in light of any question legitimately brought forward during the study of the subject. This becomes even more like the traditional sales situation, spiced with

the unpredictable question or response.

Considering himself to be like a salesman, the teacher visualizes his class as actively criticizing and paying attention to what he is presenting. This is as it should be. Whether or not a teacher realizes or plans it, the students will be actively critical of what is being presented—if it is presented sharply and brightly enough to focus their attention on the information being presented. If it is not so presented, the students' attention will either wander from the subject or be turned critically on the teacher's presentation.

A salesman knows that he must present his information in logical sequence. He recognizes, however, that his customer will probably, by his responses, cause him to vary his presentation somewhat from his pre-planned program. He watches his customer like a doctor watches a patient in the midst of a critical treatment. In the same way the teacher must keep alertly aware of the "pulse" of the class during the presentation.

Teachers in our American education system, like direct-selling merchandisers in public business houses, have the advantage that the student comes to their place of business to obtain their product. The advantage lies in the fact that the teacher, like the merchandiser in a store, has the opportunity to set up

his "showcase" and control the various surrounding elements so as to accomplish the object of his activity. The teacher, like the merchandiser, must plan the physical surroundings of his building, classroom, or laboratory in such a way as best to promote the learning situation. Cleanliness and orderly arrangement of the room are essential.

Planned use of visual aids, demonstrations, and illustrations should be made when they will sharpen the explanation or more actively captivate the interest and attention of the student. One of the most common visual aids used by teachers is writing on blackboards. Poor writing or writing on poorly lighted or badly cleaned blackboards is bad showmanship on the part of the teacher. It cannot help but reduce the effectiveness of his teaching.

The personal appearance of the teacher, like that of the salesman, should be planned before contact with the customer. Above all, the teacher should be confident that his or her clothing and physical appearance, including hairdress, is properly adjusted and will remain stable. At the beginning of class, all thought of clothing and its adjustment may then be dismissed, and the teacher can devote entire attention to the subject at hand. How often have we seen students emulating some peculiar habit of a teacher, such as twirling a button

on a coat, smoothing clothing, or primping hair! Diversion of student attention from the subject to the teacher reduces teaching effectiveness.

#### *Psychology of Teaching or of Selling*

The teacher, like the salesman, should immediately impress the class as being a capable and enthusiastic leader of activities in which they are mutually engaged. This automatically places him in the most desirable position of the salesman or teacher—that of the voluntarily conceded leader of the give-and-take activities at hand.

An essential part of this positive approach, one which is most often violated, especially in college teaching circles, is that of clear, concise use of language. The prime requisite of all vocal communication is that the speaker *be heard*. Yet the speaking voice and enunciation habits of many teachers, as well as the acoustical conditions of some classrooms, make it impossible for certain members of the class to hear what the instructor is saying. A salesman cannot afford to present his proposition in fuzzy, inarticulate, and inaudible terms because he will lose the sale. He is himself animated and challenged by the response of the customer. In the same way, the teacher may be encouraged and inspired by the responsiveness of the class resulting

from his own positive and confident approach.

It seems curious that educational psychology is seldom approached in the same light as sales psychology. They have much in common. Sales psychology is almost always approached with an ever present consciousness that its effectiveness is based on the interpretation of the responses of the individual who is being sold and that those responses form a basis for the salesman's next move during the selling process.

This is fundamentally true also in educational psychology, but the very fact that it is not presented as a give-and-take process tends to make educational psychology an academic subject with less active association with a real class situation than it would have if it were compared to, or considered more like, active sales psychology. If it is not taught for and used in active teaching, educational psychology is not worth the time it takes prospective teachers to learn it.

To the extent to which a teacher can sell himself and his product to the student, *and only to that extent*, will the teacher be a successful member of the profession. The art of teaching the results of his research and the basic knowledge of his subject rests primarily on his ability as a salesman in the classroom.

## *FM Radio Becomes Part of the Curriculum*

R U S S E L L . L E W I S

UNDER the general leadership of President Elmer C. Sandmeyer, Santa Monica City College has made frequency modulation radio an important phase of the curriculum in both the technical division and the general division. A dedicatory radio broadcast on March 6, 1948, celebrated the granting by the Federal Communications Commission of a permanent license to Santa Monica's new educational, noncommercial radio station, KCRW-FM. A program sponsored by the faculty club marked the official opening of the first public-school radio station in Southern California. It is the fifth one operated by a board of education west of Chicago.

### *Dedication Program*

Jimmy Vandiveer, public-relations director of radio station KFI in Los Angeles, served as guest master of ceremonies. Congratulatory messages were received from radio stations, colleges, universities

and various educational organizations, as well as from leaders in the educational field. Five of the local schools contributed to the musical part of the program, and the mayor, the president of the Chamber of Commerce, and other prominent citizens voiced their favorable comments on the new school radio station. The roving microphone under the direction of Sheldon Hayden, speech instructor, gave opportunity for other guests at the ceremony to express, on the air, their reactions to the new venture.

Guests at the dedicatory ceremony were served punch and cookies, and then many of them either listened to the broadcast of a basketball game between Santa Monica City College and Bakersfield Junior College or went to the gymnasium, where that part of the program originated.

### *Technical Training*

Planning for this radio project at Santa Monica City College started several years ago, primarily through the combined efforts of Hillis Brown, radio instructor in the technical division, and Mrs. Gene Nielson Owen, drama instructor in

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the general division, who realized that radio could offer great curricular advantages throughout the school system. As a result a radio committee was created, with Dr. M. Evan Morgan, curriculum counselor of the Santa Monica schools, as chairman.

When we speak of radio, we are inclined to think primarily of the production of programs and to neglect the technical factors involved. A real stimulus for having a radio station at the College came from Hillis Brown, who for several years has been teaching radio and related electronics. His background of commercial experience and his desire to have a radio transmitter for use by his radio classes helped materially in making the project possible. He was not only a leader in showing members of the administrative staff and the Board of Education that a radio station was possible, but the students of his radio classes actually installed the radio equipment as part of their class work. From their practical experience in the installation of a station, the students in the radio classes will go on and gain additional experience in radio operation and repair. Further experience will be gained as broadcasting equipment is installed at the new stadium and at other schools in the system. This type of technical radio experience is, according to Mr. Brown, an efficient method of teaching the radio

phase of electronics. In addition to, or as part of, his classroom work, Mr. Brown is now serving as radio engineer in charge of the station.

#### *Initial and Maintenance Cost*

The total cost of installation, only a little more than the price of many of the individual machines used in a typical vocational machine shop, was slightly over \$10,000, in addition to certain used materials which the radio classes were able to assemble. It should be remembered that the installation cost was held at a minimum because young men in the radio classes did the work as part of their training. Maintenance and repairs are not expected to be great, since operation of the station also is a part of the technical radio training offered in the radio vocational courses. The transmitter is located at the technical division, where such classes are held. Contact with the main studios at the City College auditorium is made by telephone; this line rents at fourteen dollars a month. Program production should be little or no more expensive than other types of class work.

#### *Program Production*

A primary purpose of such a radio station is to train young men in the technical aspects of radio installation, operation, and repair. Another fundamental purpose is to give practical experience in radio

theater arts, including the radio forum, sports-casting, announcing, sound effects, and program production. In two months of operation on a temporary permit, many of these training facilities had already been extended to groups in the high schools and junior high schools, as well as the college. Endeavors are being made to extend the radio-program production to all levels in the curriculum of the schools in Santa Monica.

Greater opportunities for student participation throughout the school curriculum will be possible as more teachers become acquainted with the techniques of educational program production. Mrs. Owen is now conducting a radio workshop class with an enrolment of forty-two teachers. This in-service training class is conducted under the auspices of the Extension Division of the University of California at Los Angeles. The class emphasis is on solving problems in the techniques of program production. "Meet your Santa Monica Schools" is the title of a series of broadcasts which this group, representing all levels of the Santa Monica schools, will produce as a part of learning how to utilize the radio for educational purposes.

During the past eight years Mrs. Owen has developed an outstanding drama and radio curriculum, which has led many of her students into

radio careers as announcers, script-writers, actors, and producers. She is now program director for KCRW-FM in addition to her regular assignment of classes at the college. Her interest in the radio work at the college has been a great factor in showing that radio production can be an integral part of drama and public-speaking class work.

Verne Brown, instructor in English, not only has helped with the early planning of this radio development but has assisted by writing many of the scripts used on the programs. He now conducts a weekly program entitled "Meet the Student Author."

#### *Community Function*

A valid reason for installing such a radio station is its function as a modern agency for community public relations. It is another method by which the people of the community may be kept informed about the learning activities of their children in the public schools. More than that, one can scarcely predict at this moment the extent to which this community project may be used for educational purposes by parent-teachers' associations, Boy Scouts, Girl Scouts, and other educational and character-building organizations. The participation of community leaders in the dedicatory program indicates that

there is a community function which an educational station such as this can serve.

Another indication of community spirit is the co-operation of the local commercial station, KOWL, which picks up and releases many of the school's FM programs. This service provides an outlet for the school programs as re-broadcasts at times convenient for the listeners.

Dr. Percy R. Davis, superintendent of schools, and the Santa Monica Board of Education are to be congratulated on their foresight in making the "radio laboratory"

possible and for their interest in giving all students of Santa Monica the advantages of this new type of school experience. Dr. M. Evan Morgan, as chairman of the radio committee, is to be complimented on his leadership in extending the radio facilities to all levels of the curriculum. The untiring efforts of those instructors who have believed in the "learning-by-doing" method will undoubtedly be repaid by the results and accomplishments of this new venture for the students of Santa Monica and the public schools of Southern California.

## *Junior-College World*

J E S S E P . B O G U E  
*Executive Secretary*

### PRESIDENT ANDERSON GOES TO HAMLINE

President Hurst R. Anderson, of Centenary Junior College, Hackettstown, New Jersey, began his duties as the president of Hamline University, St. Paul, Minnesota, on July first. He succeeds Dr. Charles Nelson Pace, who has been the head of the Minnesota institution for the past sixteen years. Hamline has an endowment of four million dollars, a faculty of ninety, and an enrolment of thirteen hundred students.

President Anderson began his administration at Centenary in 1943 and has seen the college enrolment more than doubled. He inaugurated the seventy-fifth anniversary program of the college that will be consummated in 1949. Over three hundred thousand dollars in assets have been added to the college during the past year. One of Mr. Anderson's last contributions to Centenary was the ground-breaking for Lotte Hall, one of the first major buildings to be erected under the new program of expansion. The Curriculum Committee

of the college, under the inspiration and leadership of President Anderson, has developed a challenging program of studies which emphasizes to an unusual degree the individual needs of each student.

The American Association of Junior Colleges extends best wishes to President Anderson for a long and successful administration at Hamline.

President Anderson's successor at Centenary Junior College is Professor Edward W. Seay, of Knox College, Galesburg, Illinois, who assumed his duties on September 1, 1948. Mr. Seay is a graduate of George Peabody College for Teachers and has taken additional work at Peabody and Scarritt College for Christian Workers. He has been associate headmaster of Morgan School for Boys, Petersburg, Tennessee; dean of Pfeiffer Junior College, at Misenheimer, North Carolina; and for five years was president of Wood Junior College, Mathiston, Mississippi. He has been director of admissions and associate professor of economics at Knox College since 1943.

### EDUCATION AND SOCIAL FORCES

Mrs. Eugene Meyer, wife of the editor of the *Washington Post* and a member of the President's Commission on Higher Education, wrote an interesting feature article in the *Post* for June 13, 1948. The title of the four-column spread was "Education Felt the Impact of Social Forces." Of interest to junior-college people is the prediction of the author in the following sentence:

Just as the rapid development of the high school was the outstanding development after the first World War, so the expansion of free junior colleges will probably be the principal phenomenon in the educational field after this war.

### BRADFORD WANTS A JUNIOR COLLEGE

Recently the Bradford (Pennsylvania) *Era* published a lengthy editorial strongly advocating the establishment of a junior college in that city. The editorial stated the case for that community in part as follows:

Can there be a more important responsibility than to make every effort to set up a junior college here in the immediate future? The young people will profit greatly. The city and the area will benefit economically as well.

There seems to be every reason for, and not one good reason against, such a school in Bradford. It is to be hoped sincerely that the Bradford Board of Commerce will give active consideration of this project a Number One

priority and carry on—without delay—a planned campaign to make higher education available to the boys and girls of this section.

### TWO MORE JUNIOR COLLEGES FOR MISSISSIPPI

Under the state-wide planned system in Mississippi, two new junior colleges were opened for students in September. Both are located in the northeast section of the state. Northeast Junior College, at Booneville, is under the leadership of President R. O. Stringer. Itawamba County Agricultural High School and Junior College, located at Fulton, has as its president Mr. Phillip Sheffield, who has been superintendent of the Itawamba County Agricultural High School for a number of years.

Mississippi now has fifteen public junior colleges. Meridian is a municipal institution, and the other fourteen are located in zones or districts comprised of one or more counties. These junior colleges are jointly supported by the state, by the district, and by modest student fees. The last legislature appropriated the sum of \$1,050,000 of state funds for the regular programs and \$240,000 for what is called "upgraded vocational education." The addition of Booneville and Fulton now provides for coverage of the state in keeping with the master-plan of zones made a number of years ago.

### LOUISIANA ADDS ANOTHER JUNIOR COLLEGE

In September of this year another junior college, the Francis T. Nicholls Junior College, was started at Thibodaux, Louisiana. The dean is Dr. C. S. Elkins. This institution is the third junior college in the state authorized by legislative enactment, the other two being Northeast (at Monroe) and McNeese (at Lake Charles). All three institutions are junior colleges of Louisiana State University and A. and M. College.

Number 1 of Volume I of the *McNeese Review* was published this past spring. It is an attractive magazine of 110 pages, giving as its stated purposes: to disseminate knowledge in the broad fields of the humanities and to serve as an outlet for literary articles. The *Review* will be devoted primarily to furthering the interests and development of southwest Louisiana, but articles of general interest will be published.

### NEW YORK STATE PLAN

The new educational law enacted by the New York State Legislature at its 1948 session became effective on July 1, 1948. It provides for the establishment of a unified and independent school system which, in the words of Owen D. Young, chairman of New York's Temporary Commission on the Need for a State University, "forty-seven other

states would give their eyeteeth to have." The plan calls for a minimum of twenty institutions, eighteen of them to be community colleges. The date set for the attainment of the minimum program is 1960. The full text of the law was published in the *Washington Newsletter* for July, and a large number of requests for additional copies have been received.

New York is the first state to designate the two-year institutions as "community colleges." It is interesting to read that the objectives of these community colleges embrace plans for vocational and technical education for semiprofessional purposes integrated with a program of general education, as well as plans for college and university-parallel studies covering the Freshman and Sophomore years. An extended survey of the state revealed an annual need for seventeen thousand semiprofessional workers.

The community colleges are to be supported by a three-way fund supplied equally by the state, the local sponsor, and the student. The local sponsor, however, may supply additional sums and thereby reduce the tuition of the student or provide for an educational program beyond standards to be determined by the Board of Trustees of the State University, or both. The state will share on a fifty-fifty basis for capital outlay. It is said that the

state's master-plan calls for a college door within twenty-five miles of every home.

The public press has given generous space to the New York law, as shown in clippings received at the Washington Office. For instance, the *Milwaukee Journal* of July 25 carried a three-column, boiler-plate spread with a story three feet and four inches in length.

This writer predicts that within the next few years New York State will show one of the greatest developments of the community college to be found among all the states.

#### DAVID LIPSCOMB CONSTRUCTION

"One of the finest gyms in this part of the country," is the way President A. C. Pullias, of David Lipscomb College, Nashville, Tennessee, describes their new gymnasium now under construction—to be ready for dedication in November or December of this year. It will have two full basketball courts, two swimming pools, and seating capacity for four thousand fans.

The Crisman Memorial Library was dedicated during the formal opening exercises of the 1948-49 session of the College. The dining hall was completely remodeled to provide for an enlarged student body, and many other improvements were made on the buildings and grounds as a part of the Lipscomb expansion program.

#### BRIDGEPORT SURVEY

"Post-High-School Education in the Metropolitan Area" is a forty-five-page publication issued by the Educational Committee of the Bridgeport (Connecticut) Chamber of Commerce. Communities and cities interested in making surveys to determine their educational needs and the resources available for meeting the needs should by all means secure a copy of this report. It shows clearly what local citizens, with their own forces and resources, can do in the solution of their own problems. Dr. Floyd W. Reeves, of the University of Chicago, and Dr. Alonzo G. Grace, former commissioner of education in Connecticut, served as consultants and contributed largely to the conclusions that were reached.

Among the conclusions were that basic engineering, business, commercial and secretarial, and basic general education appeared to be adequately served at present. However, need was found for advanced engineering, vocational-technical education, upper-collegiate and adult education in the humanities and social sciences. According to the survey, the percentage of students enrolled from the city of Bridgeport in the Junior College of Connecticut of the University of Bridgeport ranged from 87.4 in 1946-47 to a high of 96.1 in 1944-45.

## *From the Executive Secretary's Desk*

JESSE P. BOGUE

THE summer meeting of the Board of Directors and the Committees on Research and Service was held at the University of Chicago on Monday, Tuesday, and Wednesday, July 26, 27, and 28, 1948. All arrangements for the meeting were highly satisfactory, and resolutions were adopted and sent to the University as an expression of appreciation and of the hope that future summer meetings might be held at the University. Practically every member of the research committees was present, and all members of the Board of Directors were on hand. Chicago weather was at its best for the session, and President Medsker presided to the pleasure of all in attendance and with efficient expedition of the business of the Association.

At the suggestion of the editor of the *Junior College Journal*, Dr. Leonard V. Koos, this section of the Secretary's writings is devoted to a report of the meeting, with especial reference to the work of the Committees on Research and Service. The Board of Directors considered reports of progress of the committees, approved additional projects, discussed and outlined the general plans for the program of

the annual meeting to be held at San Francisco on February 23-26, 1949, considered problems relating to the budget, and made provision for expenditures within the total framework of the budget adopted at Kansas City last March. The budget item for the publication of the *Junior College Journal* had to be increased considerably because of the increasing costs of printing.

Future plans for research and the editorial work on the *Journal* were considered, with final decisions to be made by a subcommittee of the Board of Directors. The board directed the Executive Secretary to proceed with a rather ambitious plan to implement a national series of junior-college workshops during the summer of 1949. Space will not be taken at this time for an explanation of the plan. Extensive publicity will be given to it after further contacts have been made with a number of universities and after expressions of interest may have been received from junior-college administrators and instructors. The plan, as outlined to the board by the Executive Secretary, calls for a grass-roots expression of interest and suggestions regarding topics, locations of workshops, nature of

the proceedings, etc. This ground-work will be under way by the time the reader receives the October issue of the *Junior College Journal*.

The Board of Directors expressed deep concern for the future budget of the Association. While the budget can, in all probability, be balanced for the present year, it was pointed out that this has been made possible by drawing on the surplus of former years to the extent of nearly \$3,000. No such surplus will be available at the end of the present year's operations, except in two reserve accounts of a little over \$7,000. Therefore the expenditures will have to be curtailed or the income increased. All estimated income for the present year must be received if the budget is to be balanced. The Finance Committee is giving serious attention to ways and means of keeping the Association on an even financial basis in the face of inflated financial conditions. Even now, a great deal of additional work could be done in a number of splendid research projects if resources were at hand. The loyalty of the members of the Association was commended by the Board of Directors because they are making progress possible. There are a considerable number of colleges that could qualify for membership, and their co-operation with the movement would, in the opinion of the Board of Directors, keep the Association on an even financial basis.

#### *Administrative Problems*

Either independently or in co-operation with other committees, the Committee on Administrative Problems is investigating the following fields of interest to the junior colleges: salary schedules, improvement of instruction, retirement plans, library book list for junior colleges, and building facilities and standards. The committee has now undertaken four new areas of investigation: eligibility and subsidization of athletes, methods of submitting enrolment reports, supervision of junior colleges by state and other agencies, and minimum standards of junior-college education.

The progress of this committee may be stated as follows: Extensive data on salary schedules have been gathered through the Research Office. From these data the Research Office will evolve some "sound principles" and will determine the extent to which the practices reported agree with expert opinion on "best" practice. This further step is to be taken up at the San Francisco meeting. Moreover, a request is being made of the United States Office of Education for co-operation in undertaking a comparative study of salary and other educational costs for junior colleges and other institutions of higher learning. During the past year the Committee on Administrative Problems, with the Committee on Curriculum and Adult

Education and the Committee on Teacher Preparation, completed a status investigation of administrative practices employed by junior colleges for improving instruction. Mr. W. H. Smith, under the direction of Dr. Malcolm MacLean, of the University of California at Los Angeles, and with the advice of our committees and the Research Office, is now at work outlining a doctoral study to determine the value and effectiveness of various administrative practices for improving instruction.

Extensive data have been collected on retirement plans and systems. It is now suggested that a jury of experts in the field of teacher-retirement systems be selected to assist in evaluating these data and thereby determine the principles for such systems. A report will be made on the progress of this phase of the investigation at San Francisco next February. Results of inquiries on junior-college facilities and buildings are being further investigated by Mr. B. W. Jones, of the University of Texas, and Mr. Robert W. English, at Pennsylvania State College. Both men are graduate students and are working independently on separate phases of the problems. At the sectional meeting of this committee at San Francisco, junior-college facilities and building standards will receive major attention.

Members of the Committee on Administrative Problems are Basil H. Peterson, chairman, Rodney Cline, Marvin C. Knudson, and Anne D. McLaughlin.

#### *Curriculum Problems*

As already reported, the Committee on Curriculum Problems and Adult Education has co-operated with the Committee on Administrative Problems in a joint project for junior-college book lists. Further action is now under way to publicize and promote the project through the *Junior College Journal* and by direct-mail contacts with the field. The committee has recommended to the Board of Directors that a special subcommittee on electronics education be appointed, and this has been done. This special committee will hold meetings during the fall and winter months and report to the San Francisco convention.

A co-operative study is being proposed with the United States Office of Education on the identification of adult-education needs at the junior-college level. The first draft of the inquiry has been completed. In connection with the committee's work on adult education, valuable suggestions have been made and adopted for gathering data for the "Junior College Directory." It is further proposed to make a study on the articulation of the junior college and professional

schools. This task is so large that group participation with a grant-in-aid will probably be required to carry it to completion, although preliminary work has already been undertaken. A graduate student at the University of Chicago is at work on a project to discover the needs and interests of adults and to determine their implications for adult-education programs in junior colleges.

The Committee on Curriculum Problems is beginning an attack on the problems of general education in the junior colleges. The scope and nature of the projects have been determined, and responsibility for preparation of the inquiry has been assigned to Professor James W. Reynolds, of the University of Texas. Dr. Walter J. Moberg has been assigned the task of writing an article for the *Junior College Journal*, subject to the approval of the editor, on "Administering the Audio-visual Aid Program in the Junior College."

The sectional meeting at San Francisco will be built around the theme of family-life education in the junior college. Demonstrations of audio-visual aids will be presented at "off hours" at the annual convention, as was done at Kansas City last year.

Members of this committee are Henry W. Littlefield, chairman; B. Lamar Johnson, Walter J. Moberg, and James W. Reynolds.

### *Student Personnel Problems*

The progress of the work of the Committee on Student Personnel Problems is being concretely illustrated in three articles in the *Junior College Journal*: "Facts concerning Student Personnel Programs," by Dr. J. Anthony Humphreys; "Placement and Follow-up in Junior Colleges," by Dean Charlotte D. Meinecke; and "Student Personnel Relationships of High School and Junior College," by Dr. William A. Black. A further investigation will be made during the present month of October to discover outstanding programs of student personnel work and to determine criteria for comparative purposes. Dr. John L. Lounsbury, a member of the committee, is making a study of practices of the Veterans Administration in veterans' educational and vocational plans. Several hundred case studies will be made in a follow-up program to find out how effective the testing and counseling may have been. The major objective will be to discover which specific tests, measurements, devices, and methods of counseling may have been most effective in student personnel services in the junior college.

For the San Francisco meeting, the following are proposed: exhibit of college student personnel report forms and records; report of the progress of the project described above, by Dr. Lounsbury; presen-

tation by Dr. Humphreys of the potential significance and need of student personnel services; report on junior-college and high-school relationships, by Dr. Black; report on placement and follow-up practices, by Dean Meinecke; distribution of a selected bibliography on student personnel work to the members of the convention; presentations of problems relating to student government as an important aspect of personnel work.

Members of the Committee on Student Personnel Problems are J. Anthony Humphreys, chairman, William A. Black, John L. Lounsbury, and Charlotte D. Meinecke.

### *Legislation*

The Committee on Legislation is at work on an extensive research project, the results of which are intended to guide wise state legislation for the further development of junior colleges. An outline of the main project indicates that data to be collected in other research projects are to be utilized in the formulation of legislative policies. Progress has been recorded for this committee on state legislative problems and policies since its report at the St. Louis convention in 1946. With the completion of the present studies, a great deal of valuable material should be available to assist men who make our state laws.

It is recommended that a status study be made in a state contem-

plating legislation and that a companion study be made by specialists and other individuals to determine the state-wide needs and how they may be met. The following items on the state legislative study were adopted by the committee and approved by the Board of Directors:

1. There should be provisions for an expenditure of not less than \$\_\_\_\_ per student for instructional, administrative, and maintenance costs.
2. These funds are to come from federal aid, state aid, and local taxes. There should be no tuition charges for public junior colleges.
3. A substantial part of the total instructional, administrative, and maintenance costs mentioned in Item 1 above should come from state aid.
4. There should be a plan of equalization from state funds to aid junior-college districts which have done all that should be done but which still lack funds to provide a minimum adequate financial program.
5. A junior-college district must provide a minimum of \$\_\_\_\_ per student in capital outlay for buildings and equipment for an educational plant, exclusive of auxiliary facilities, such as dormitories, on the basis of \$\_\_\_\_ per student, such funds over a period of twenty years will cost \$\_\_\_\_ per student per year.
6. The junior-college district must be large enough in geographical area to include practically all of the students who potentially will attend the junior college. This district also should be small enough to permit reasonable daily commuting by the students. The expenses of a district should not mean that additional moneys would be needed from the equalization funds.

7. The junior-college district must have enough assessed valuation for taxation purposes to provide the funds necessary over and above federal and state aid to finance adequately the administrative, instructional, and maintenance program for an adequate physical plant and equipment, the above finances to include the minimum annual cost per student for administrative, instructional, and maintenance purposes and the annual cost per student for amortizing bond issues for buildings and equipment purposes.

8. The potential enrolment in a junior college during its first five years should be approximately 200-300 full-time students or equivalent.

9. There should be state regulations. The junior college in a state should be under the supervision of the state department of education. The state department of education should set up standards for operation, administration, instruction, and maintenance of the junior college.

10. It is understood, of course, that each local junior-college district is under the control of a local junior-college board elected by the voters of the junior-college district.

11. Provision should be made for offering pre-professional and terminal curriculums in accordance with the needs of the area. Adult education should be included in the above provision. A scientific survey should be made in the community to determine these needs.

12. A scientific survey should be made in the state, on a state-wide basis, to determine the needs and locations of junior colleges within the state.

Members of the Committee on Legislation are C. C. Colvert, chair-

man, Hugh G. Price, and G. H. Vande Bogart.

#### *Teacher Preparation*

The Committee on Teacher Preparation has co-operated with the Committee on Administrative Problems on two studies: salary schedules and retirement plans and systems, both of which were reported under the Administrative Problems' progress report.

The Committee on Teacher Preparation reported that since the Kansas City meeting the pamphlet, *In Your Hands—Your Future*, has been published and is now in the process of distribution. It was recommended that another copy of the pamphlet be attached to a copy of the *Newsletter* and sent to each member of the Association, with the suggestion that quantities be ordered and distributed to prospective junior-college teachers, high-school counselors, and teacher-training institutions. This recommendation was adopted by the Board of Directors, and the pamphlet was mailed with the August *Newsletter*.

The committee feels that a follow-up study by the Research Office in the four areas of in-service training (instructor ratings, intervisitation practices, demonstration teaching, and encouragement of advanced study) is desirable. A detailed study of practices and their evaluation in a few selected junior colleges in each of the four

areas would provide information that would be useful in developing a suggested program for effective in-service training for a typical junior college.

Plans for future promotion, by the committee, of pre-service training programs of junior-college teachers and administrators in graduate schools of education are threefold:

1. Dr. Koos plans another article for an early issue of the *Junior College Journal*, dealing with up-to-date information on pre-service training programs now in operation.

2. The committee, in co-operation with the Executive Secretary, will continue to assemble information on graduate programs in operation in schools of education and make the data available through the Washington office to students interested in preparing for service in the junior college.

3. The committee plans to encourage the setting-up of co-ordinating committees on state levels, composed of junior-college administrators who will offer their services to one or more graduate schools of education in their area in three ways: (a) select and recruit students interested in pre-service training in junior-college teaching and administration; (b) provide facilities in their colleges for the graduate school to conduct cadet teaching; and (c) serve in an advisory capacity in developing the

training program in the graduate school.

At the recommendation of the Committee on Teacher Preparation, the Board of Directors requested the Executive Secretary to write a letter to the University of Texas, commending it for its efforts to extend its services to junior colleges by offering a two-year graduate program of professional training, together with an appropriate degree, to junior-college instructors and administrators. Because of the present necessity of not increasing expenditures, the board tabled a recommendation that the Association become a member of the Council on Co-operation in Teacher Education of the American Council on Education.

The sectional meeting at San Francisco will be built around the theme of junior-college teacher welfare and training. In co-operation with the Committee on Administrative Problems, a report will be made on the studies of the Research Office on salary schedules and retirement systems. Consideration will also be given to the requisites for a good graduate program for preparation of junior-college teachers and administrators.

Members of the Committee on Teacher Preparation are T. D. Schindler, chairman, Joseph B. Davis, Leo Wadsworth, and J. B. Young.

## *Recent Writings*

### *Judging the New Books*

*American Junior Colleges.* Edited by Jesse P. Bogue. Washington: American Council on Education, 1948 (second edition). Pp ix + 537. \$6.50.

THE 1948 edition of *American Junior Colleges* is a companion to the directory of the *American Universities and Colleges*, sponsored and published by the American Council on Education. Since the first edition of *American Junior Colleges* came out in 1940, there have been many changes in the junior-college field, in spite of, and also because of, the intervention of World War II.

The number of accredited institutions listed in this new volume shows an increase from 494 to 564, while the number of students enrolled shows a much more rapid growth—from approximately 200,000 in 1940 to nearly 450,000 in the new directory, and the number of faculty members employed shows an increase of nearly 8,000.

The extensive and favorable publicity that the junior-college movement has received through the President's Commission on Higher Education has made the directory of *American Junior Colleges* a

"must" (a) in the office of every advisor of high-school and college students, (b) in every public library, and (c) in the office and library of every secondary school and institution of higher education. There is no other publication available, so far as the writer is aware, that gives anything like a comparable amount of data and specific information on the junior college.

Part I of this directory outlines briefly the history, development, trends, and accreditation of junior colleges. In a chapter on "Types of Junior Colleges," Dr. Lawrence L. Bethel states:

There are really two types of junior colleges: (1) the community junior college which seeks to serve any local community need at the collegiate level not being met by other educational institutions of the community; (2) the special junior college which selects the areas of instruction in which it will operate [p. 3].

He then points out three special functions of the junior college:

1. An extension of education to meet added requirements of life work
2. Preparation for further college study—the transfer function
3. Continuing education—opportunity for part-time education as the need and interest arise [p. 3].

Miss Phebe Ward summarizes the chapter on "Development of the Junior-College Movement":

Fifty years of development in the junior-college movement in the United States have resulted in the firm establishment of the junior college as one of the most important aspects of post-high-school education in the nation. That the junior college is here to stay as a nationally recognized institution is no longer a justifiable basis for argument [p. 15].

The chapter on "Accreditation of Junior Colleges" is ably handled by Theodore H. Wilson. He calls the reader's attention to the fact that there are four types of accrediting agencies for junior colleges: (1) regional, (2) state universities, (3) state departments of education, and (4) denominational agencies. Many junior colleges, when accredited by their own state university, are not concerned about receiving recognition of other agencies; for, if a state university recognizes the credit of a junior college within its border, other institutions of higher learning usually honor transfer credits from such a junior college. It should be kept in mind that neither the American Association of Junior Colleges nor the American Council on Education is an accrediting agency.

Chapter v covers about seventy pages in which are listed the detailed standards and criteria set up by various accrediting agencies for

junior colleges. It is impossible even to summarize them in this brief review.

In Part II is found the real body of the directory; here are listed alphabetically 564 accredited junior-college "Institutional Exhibits." Most of the data included in these exhibits are based on reports for the school year 1946-47. These exhibits include such information as: date of organization; whether the institution is coeducational, for men, or for women; by whom controlled; accreditation; a brief history; school calendar (whether operating on the semester or the quarter basis); admission requirements; tuition and fees; size and qualification of staff; fields of instruction; recent developments; number of graduates; enrolment, as to classification and sex; number of foreign students; veterans enrolled (provision of counseling service and types of living conditions); library (size of staff, number of volumes and periodicals, and amount spent annually for books); publications (catalogues, school paper, yearbook, and others); finances (annual budget and sources of income); buildings and grounds; student aid; special devices (school broadcasts, educational trips, etc.); and administrative officers.

The appendixes constitute the third and final part of the directory.

The first two divisions of this part are devoted to brief histories and functions of the American Council on Education and the American Association of Junior Colleges. It will be recalled that the American Council sponsors this publication while the executive secretary of the American Association of Junior Colleges, Jesse P. Bogue, edited the directory.

The third division of the Appendix serves as sort of a cross-file. It lists by name all the junior colleges that come under the following captions: those that enrol men only, women only, or are coeducational; those that operate under denominational control; branch institutions; those that enrol more than a thousand and less than a thousand students; four-year junior colleges; those that operate summer sessions; colleges for Negroes only; those that enrol foreign students; and those that enrol veterans.

The next division of the Appendix lists the names of fifty-one junior colleges not appearing in Part II under "Institutional Exhibits." Some of these junior colleges expect to discontinue as two-year colleges within the next year, others are in the process of reorganization, and others have just become junior colleges during the past year. Thus they did not fit into the category presented in Part II.

The fifth division of the Appendix designates the curriculums offered by each junior college listed in Part II. A number of specific curriculums are listed under the two general headings: (1) "Preparatory and Preprofessional" and (2) "Terminal or Semiprofessional."

This reviewer is impressed with the fine piece of work that has been done in presenting this volume. Not only has an enormous amount of information been collected, but it has been well organized and is presented in a manner that is readable and informative both to the professional and to the layman.

The reviewer would like to suggest that the next edition of the directory of *American Junior Colleges* should also include (1) information about housing or living conditions afforded the student, (2) student social and recreational activities sponsored by the institution, (3) student government, and (4) such other bona fide extra-curriculum activities as are of interest to prospective students, such as units of armed forces sponsored by the junior college and chapters of national or regional junior-college scholastic, dramatic, forensic, and other honorary societies.

E. Q. BROTHERS, *Dean*

LITTLE ROCK JUNIOR COLLEGE  
LITTLE ROCK, ARKANSAS

## *Selected References*

DANIEL ALBRIGHT

*A Report of a Survey of the Needs of California in Higher Education.* Submitted to the Liaison Committee of the Regents of the University of California and the State Department of Education. [Sacramento, California: State Department of Education], 1948. Pp. 132.

Publicly supported higher education in California is provided by a state university with four major campuses, eight state colleges, and fifty-five junior colleges. Owing to the tremendous wartime increase in the state's population and the postwar increase in college enrolments, the overcrowded condition of these institutions has become extremely acute, even though California's facilities surpass those of other states. Accordingly the 1947 session of the legislature appointed a committee, with an appropriation of \$50,000, to survey and report on both the emergency and the long-range needs of the state in this field. The present volume is the report of that very detailed and complete survey. The Survey Committee consisted of George D. Strayer, chairman, and Monroe E. Deutsch and Aubrey A. Douglass, members, aided by a staff of several experts.

The system of higher education was studied and its functions and programs were specified; estimates of the expected population, by areas, up to 1965 were secured from the State Office of Planning and Research, to serve as bases for planning enlargement and establishment of institutions; and the financial status and needs were analyzed.

Among the urgent problems taken up were requests by several junior colleges for permission to extend their offering through the full four years of the baccalaureate program, the upper-division work to be supported by the state. These requests were based on the insufficient capacity of publicly supported colleges and universities, buttressed by argu-

ments—to which the Survey Committee does not subscribe—that existing plants, facilities, and faculties in these junior colleges would be adequate and that municipal needs would be better served by a municipal college, locally controlled.

Such extension sacrifices the actual values of the junior-college system: two-year terminal and semiprofessional courses must inevitably "sink into the background and gradually disappear," and these courses will be regarded as inferior, by both students and faculty members. It is from the latter, who have a strong desire to be regarded as "college" teachers, that a considerable part of the impetus to extension appears to come. The improvement afforded by the junior college in vertical articulation of curriculums and guidance programs would be lost. If the state should support these projected upper divisions, it must logically insist on at least a major share of their control, an inept and wasteful arrangement. Investigation disclosed not only that the existing facilities were inadequate for the proposed extension but that the institutions studied would, on the whole, require more capable faculty members.

*Present organization and provisions.*—California's junior colleges are organized under junior-college districts and high-school districts, known, respectively, as "district" and "non-district" systems. District junior colleges enjoy certain legal and financial advantages and are, in the main, larger in size. Hence the faculties in district junior colleges are better prepared and better paid. The median salary for teachers in schools of more than 400 students is \$4,050; in schools of fewer than 400, \$3,650. On the other hand, the average cost per student in the larger schools was \$238.39 in 1946-47, while in the smaller, it was \$294.64. An average daily attendance of 400 is suggested as the minimum for a satisfactory junior college. Small schools should be discontinued, the committee

feels, and the students provided for at stronger junior colleges, not near their homes.

The state colleges at present serve 19,281 students (not including the California Maritime Academy, a three-year institution). These schools range in size from Humboldt (with 728) and Chico (with 1,131 students) to San Diego (with 4,061) and San Jose (with 5,093). Existing originally and primarily to train teachers, the state colleges have come to engage also in extensive programs of general and vocational education and to offer a large number of two-year curriculums. Fresno and San Jose are temporarily operating junior colleges under contract with the local community. All these two-year functions should be relegated, it is suggested, to local junior colleges. Occupational curriculums should be limited to fields and areas in which training between that of a junior college and that of a graduate or professional school is actually necessary. At this level it is necessary that sufficient general education be provided to enable the student to see the relationship of his field of work to the economic and social problems of the community, to express himself effectively, and to deal with organized labor and other agencies. Such offerings must be planned for and limited by predictable needs and by the facilities of the college. The state colleges are, in fact, regional institutions.

While procedures for selection of students for these institutions vary, in general many are admitted who lack the ability successfully to complete a four-year course. Admission requirements should be reviewed and revised upward. Students denied admission to state colleges may enter junior colleges if they wish and there prove their ability or remove deficiencies in their training.

The University of California must remain free to emphasize scholarship and research in its offering, not assuming the responsibility of preparing and developing great numbers of youth at other levels, however socially desirable and necessary such development may be. Its lower-division offering must be closely limited but need not be eliminated, since it may serve as a "pilot plant," or laboratory, to determine patterns and stand-

ards of preparation for professional and graduate work.

The responsibility for training teachers is shared by the state colleges and the University. Serious shortages now exist at all levels. Both the colleges and the University are offering preparation in all branches, including the graduate work necessary for secondary-school teaching and supervision. However, the University should offer those programs involving research and extended graduate work, such as training for superintendents, research workers, and college and university teachers, including junior-college teachers; while elementary- and secondary-school teachers and administrators, whose training is of an "occupational rather than of advanced graduate or professional character," may be trained by the state colleges. The state colleges should be permitted to grant the Master's degree.

*Population forecasts.*—In-migration and the birth rate were studied for their effect on future college-age populations. The overall estimates follow:

	Total Population	18-21 Age Group
1950.....	10,550,000	559,150
1955.....	12,113,000	642,000
1960.....	13,841,400	844,300
1965.....	15,092,000	1,026,250

From 1931 to 1937 over 20 per cent of the persons in the college-age groups were enrolled in some kind of higher education, rising in the pre-World War II years to approximately 25 per cent. The years ahead will probably see a still larger percentage. The committee provides low, medium, and high estimates of future enrolment, based on percentages of 22, 25, and 28, respectively, in 1955, and 24, 27, and 30 in 1960 and 1965. Until 1956, the enrolment of veterans must also be provided for. On these data, predictions by area and by type of institution are posited.

*Plant capacity.*—Three fundamental questions are discussed: utilization of facilities, capacities, and proportions of special- to general-purpose facilities.

Indices of utilization, computed for the state colleges and the branches of the Uni-

versity, indicate complete inadequacy of permanent facilities in all cases, and serious overcrowding in several, with all temporary facilities considered as well. The utilization and adaptability of present facilities are considered, for the University and the state colleges, from several angles. The total student capacity, considering both permanent and temporary facilities, is 188,785, of which 50,467 is in private four-year and junior colleges. The capacity proposed by the committee is 221,257, of which 21.56 per cent would comprise the University; 16.89 per cent, the state colleges; 37.16 per cent, the public junior colleges; and 24.39 per cent, the private institutions. This is compared with the estimates of college-age population given above, and the proportions of the population expected to attend.

In October, 1947, there was one student in the junior-college grades (XIII and XIV) for every 2.55 students in Grades XI and XII. These data indicate a need for junior-college facilities in several localities where they are not at present provided. In addition, the presence of junior-college facilities increases the number of high-school graduates who continue. A sampling revealed that 54.4 per cent of the graduates in junior-college communities continued their education, while only 45.9 per cent of those from communities not having junior colleges did so.

*Expansion of facilities.*—The establishment of junior colleges, though a community problem, is recommended to several counties by the Survey Committee. In no case does it recommend that extension of junior colleges include an upper division.

On the other hand, four-year state colleges are proposed for the Sacramento, Los Angeles, and Southeast Los Angeles areas. The Sacramento area at present contains Davis campus of the University, which accommodates more than 3,000 students, and six junior colleges, with a total capacity of 8,215. The new state college, to serve 2,500, has already been voted by the legislature. In Los Angeles, where the "junior college is now crowded by 10,000 students," according to the Survey Committee, the University campus should be expanded to accommodate 20,000 students, and a state

college with a capacity of 5,000 should be established. In Southeast Los Angeles a state college of 3,000 students should be established. Elsewhere, existing state colleges should be expanded, and the undergraduate divisions of the University at Davis and Riverside should be developed.

An exhaustive study of the future needs of the state, with reference to planning professional training at the University, was made. Some changes are recommended, including the addition of a school of veterinary medicine on the Davis campus and the development of a "liberal arts college providing education appropriate to the unique functions of the University" at Riverside, which is now a research center and experiment station, with only a few graduate students.

It is further recommended that 2,000 subsistence scholarships of \$750 each be set up for undergraduates attending public higher institutions, and 500 fellowships of \$1,000 each for graduate and professional students.

*Administration and control.*—The unified district organization of junior colleges is clearly superior to administration by high-school districts; where possible, unified school districts, embracing all levels from kindergarten to junior college, will be established.

"Each of the three types of institutions that make up the system of California's public higher education is dependent upon and related to the others," the Survey Committee points out. Co-ordination of their activities must be continuously promoted. An annual provision of \$50,000 should be appropriated for a continuing liaison committee representing the Regents of the University and the State Board of Education.

*Financing.*—In 1946-47 the cost per student in average daily attendance in district junior colleges was \$208.54; in non-district junior colleges, \$241.37. The latter colleges were, on the average, smaller. Of these sums, 73 per cent is accounted for by teachers' salaries and other instructional expenses. The cost per student in the state colleges (not separated by upper and lower divisions, hence not "directly comparable") was \$308.82, which does not reflect the higher costs at California Polytechnic College

(\$424.20) and at California Maritime Academy (not given). The district junior colleges received 30.6 per cent of their support from the federal government, principally in the form of veterans' aid, while 22.5 per cent was furnished by the state. The imminent loss of the federal aid will undoubtedly embarrass these institutions, as well as the state colleges, which derived 22 per cent of their support from this source.

For 1960, the anticipated cost of educating 84,716 students in junior colleges is \$23,521,000; 38,505 students in state colleges, \$13,905,000; 49,151 students in the University, \$32,744,000. This gives a total of \$70,170,000 for 172,372 students; in 1965, the total will be \$85,284,000 for 209,506 students. Construction requirements in the University will amount to \$200,000,000, including \$4,750,000 for the college to be set up in Riverside; in the state colleges, \$50,353,425, of which the three new state colleges would get \$26,250,000 for educational buildings, and about a third of the \$22,954,300 needed for dormitories in all state colleges.

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